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ABSTRACT

This final evaluation report of the Burrillville Reading Observes Necessary Communication Objectives and Skills (BRONCOS) project, a Right to Read program in Burrillville, Rhode Island, summarizes the results for each of the project's four general and ten specific objectives and describes the activities that have been carried out to accomplish each objective. It is noted that the language experience approach to reading and the increased support of parents and the Burrillville community may have contributed to improved reading performance, attitude toward reading, and self-concept of the participating kindergarten through grade eight students. (MKM)

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BURRILLVILLE SCHOOL DEPARTMENT

BRONCOS READING IMPROVEMENT PROJECT

1978-79

FINAL EVALUATION REPORT

SEPTEMBER 10, 1979

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This report has been prepared by
The Center for Evaluation and Research of Rhode Island College
and is principally the work of Ms. Nancy C. Zajano and Ms. Amy B. Davidson

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I. INTRODUCTION

Project Overview and Objectives

The 1978-79 BRONCOS Reading Improvement Project is a federally funded Right to Read project operating in six schools in Burrillville, Rhode Island. As its name implies (Burrillville Reading Observes Necessary Communication Objectives and Skills), the overall purpose of the project is the improvement of students' communication skills. The language experience approach to reading and the increased support of parents and the Burrillville community have been combined to improve the reading performance, attitude toward reading, and self-concept of the participating students in grades kindergarten through eight.

Although the 1978-79 BRONCOS project was funded as a "new" project, many of its objectives and activities are a continuation of those carried out during the Burrillville Reading Improvement Projects of the past two years.

This final evaluation report summarizes the results for each of the project's four general and ten specific objectives and describes the activities that have been carried out to accomplish each objective. Although many of the project's activities overlap the various objectives an attempt has been made to note an activity under its most appropriate objective. The dissemination of information about the BRONCOS project and the materials developed by it are noted in Section III of this report.

The 1978-79 BRONCOS objectives were stated as follows in the funding application:

GENERAL OBJECTIVE A: Students will develop strategies, concepts, and communication skills necessary for effective reading.

SPECIFIC OBJECTIVE 1: Reading Readiness Skills. Students in grades K-3 will develop the social, cognitive, and linguistic skills necessary to approach a beginning reading program.

SPECIFIC OBJECTIVE 2: Word Identification Strategies. Students will improve their ability to recode written language.

SPECIFIC OBJECTIVE 3: Comprehension Strategies. Students will be able to utilize a variety of comprehension strategies, specifically the ability to set and confirm their own reading purposes.

Students will improve their ability to gain information by listening.

SPECIFIC OBJECTIVE 4: Concept Formation. Students will develop concepts necessary for reconstructing the meaning of the printed page.

Students will develop an understanding of community through the community's media.

SPECIFIC OBJECTIVE 5: Expressive Communication. Students will improve their ability to express themselves orally and in writing.

Student's visual literacy skills and creative abilities will be refined and expanded.

SPECIFIC OBJECTIVE 6: Staff Competency. Administrators and teachers will become competent in using a DDAE process to improve their ability to provide reading instruction in a language arts - language experience focus.

Teachers will refine competencies in one or more facets of the language experience approach, specifically:

1. Language experience stories, group and individual.
2. Guided reading via a directed reading-thinking approach in both fiction and non-fiction.
3. Creative writing
4. Individualized reading (Stauffer Model)

Teachers will plan strategies to develop basic readiness skills in those pupils who come to school without the traditionally expected background. This includes language development (receptive and expressive) and fundamental work habits.

Teachers will be able to diagnose both the pupil's needs and their own teaching needs and develop a yearly systematic plan to meet the needs of the underachieving readers in their charge.

Administrators, reading resource and classroom teachers will interact with other professionals interested in recent trends and practices in reading development at community, area, state and regional meetings.

GENERAL OBJECTIVE B: Parents and the larger community will become more supportive of the school's reading program.

SPECIFIC OBJECTIVE 1: Volunteer Effort. Parents and non-parent volunteers will provide volunteer help to the classroom teacher and support the staff to meet the individual needs of the children.

SPECIFIC OBJECTIVE 2: Improved Communication. A systematic program of school-home communication will be developed which deals with cooperative efforts for meeting children's education needs.

GENERAL OBJECTIVE C: Students will exhibit an increased desire to read,

SPECIFIC OBJECTIVE: Independent Reading. Students will develop skill in selecting reading material appropriate to their own interests.

Students will be able to sustain interest in reading self-selected material appropriate to their age level.

GENERAL OBJECTIVE D: Students will show an improved self-concept.

SPECIFIC OBJECTIVE: Student Image. Students will view themselves as potentially competent learners, especially as this relates to their reading achievement.

Project Participants

The staff of the 1978-79 BRONCOS Reading Improvement Project was headed by the project director who is also an eighth grade reading teacher at the Burrillville Junior High School. She was assisted by a full-time project secretary and a volunteer coordinator.

Two reading professors from Rhode Island College served as consultants to the project's teacher inservice component and the Center for Evaluation and Research of Rhode Island College (CERRIC) provided evaluation services to the project.

A total of 72 professional staff members from five public schools and one parochial school were involved in the 1978-79 BRONCOS Reading Improvement Project. These participants include classroom teachers, special education teachers, librarians, principals and a counselor.

A Right to Read Task Force met regularly to coordinate the ongoing implementation of the project. In addition to the Project Director, the task force included representatives of classroom teachers, reading teachers, librarians, the reading consultants, and principals.

The student participants in the BRONCOS project are the students of the teachers who chose to participate. Due to the large number of involved teachers, the student participants number 2,014. This figure represents 100% of the K-8 student population in Burrillville.

The numbers of professional staff members and student participants in the 1978-79 BRONCOS Reading Improvement Project are noted by school in Table 1. Assisting the teachers in the implementation of this project are 24 community volunteers who regularly give their time to work with children in five of the six participating schools.

TABLE 1

BRONCOS Reading Improvement Project
Professional Staff and Student Participants by School

School (Grade Span)	Number of Participating Staff Members	Number of Participating Students
Sweeney (K)	2	91
Levy (1,2)	13	390
Pascoag (K, 2,3,4)	13	428
Callahan (4,5,6)	15	520
Northwest Catholic Regional (1-8)[a]	9	132
Burrillville Junior High (7,8)	20	453
Total	72[b]	2,014[c]

a. The former St. Joseph School.
b. Includes 5 principals who serve as facilitators. Sweeney School operates under the Pascoag principal.
c. 100% of Burrillville K-8 student population.

Evaluation Design

The evaluation of the BRONCOS Reading Improvement Project included a variety of methods to determine whether the project objectives were accomplished. Formal pre- and posttesting with commercial instruments were used to assess the general objectives of increased communication skills, increased desire to read, and improved self-concept on the part of students. The pretesting with these instruments took place in May 1978 for the most part and posttesting with the same instruments was conducted in May 1979.

The instruments used to assess these objectives include the Stanford Diagnostic Reading Test, the San Diego Reading Attitude Scale (Grades 1-6), the Estes Reading Attitude Scale (Grades 7-8), and the Self-Appraisal Inventory. The pre/post results from these instruments are reported by grade level for each of the objectives.

In addition to the formal pre- and posttesting of the general objectives, the participating teachers prepared informal pre- and post assessments for the classroom activities they implemented as a part of their Right to Read efforts. This testing supplemented the ongoing criterion-referenced testing used as a part of the regular reading program in Burrillville schools.

To supplement the formal testing data, the evaluation design also included a variety of ways to gather information on the non-testable objectives. A series of observations of and interviews with the participating teachers and volunteers was a primary source of information about the implementation and effects of the project. A careful review of the project's files including correspondence, student work, records of attendance at project functions, agendas, minutes, and other documentation of project-related activities was also used to provide information for this evaluation report.

A total of 31 participating staff members and two volunteers was observed and/or interviewed during December 1978 and March 1979 to provide information for the evaluation report. The observation and interview forms used to collect this information are included in Appendix A.

As one means of assessing whether the BRONCOS project has increased the involvement of parents in the reading-related activities of their children, a survey of parental at-home activities related to reading was conducted during three consecutive years; in February of 1977, 1978 and 1979. The pre/post results for the 1978-79 year are reported in this document.

The following sections of this report describe the evaluation findings for each project objective. The final section includes an overall summary and conclusion.

II. GENERAL OBJECTIVE A

Students will develop strategies, concepts, and communication skills necessary for effective reading.

The reading achievement of Burrillville students is the focus of this first general objective. Included within it are five specific objectives related to student performance and one related to teacher competancy. All of the activities carried out to accomplish the specific objectives are aimed toward the accomplishment of this overall goal.

Formal Test Results

The formal assessment of this first general objective was accomplished with the Stanford Diagnostic Reading Test (SDRT). The vocabulary and comprehension subtests were administered to the Burrillville students in May 1978 and May 1979 using the following test levels and editions:

1978		1979	
1976 edition:			
		Grade 2	Red Level
Grade 2	Red Level	Grade 3	Green Level
Grade 3	Red Level	Grade 4	Green Level
Grade 4	Green Level	Grade 5	Brown Level
Grade 5	Green Level	Grade 6	Brown Level
1966 edition:			
Grade 6	Level II	Grade 7	Level II
Grade 7	Level II	Grade 8	Level II

Tables 2 and 3 report the results from the SDRT. The scores of only those students who had both a pre and post test are included in the data analysis. Pre and posttest comparisons are provided for grades 2 through 7 on both the vocabulary and comprehension subtests with two exceptions. The third graders tested with the Red Level of the SDRT in May 1978 found the vocabulary subtest too easy, as indicated by their obtaining on the average a near

maximum score on the test. Because they encountered a "ceiling" effect, they could not demonstrate their true vocabulary achievement. As a result, no valid comparison can be made with these scores. Also, the 1966 edition of the SDRT does not provide norms for eighth graders tested during the last half of the school year. Consequently, it is not possible to report the percentile ranking of students in the seventh grade in 1978 and in the eighth grade in 1979.

Table 2 includes the number of students who had both pre and posttests, and the mean scale scores and standard deviations for grades two through five. Table 3 provides the mean raw scores and standard deviations for grades 6 and 7. (The 1966 edition of the SDRT does not provide scale scores.) The grade levels referred to are those of the students during their 1977-78 school year, that is, the pretest year. This designation is made to clarify the presentation of the results that follow and to make it consistent with the designation of the grade levels in the tables.

Comparing the average scores from pre to posttesting reveals an increase for all grades on both subtests. Furthermore, these improvements in mean scores are statistically significant at the $p < .01$ level. To avoid misinterpreting these results, however, it must be noted that the students are one year older at the time of the posttesting and thus are expected to answer more questions correctly than they did the year before.

A more meaningful analysis is to note how the average scores compare to the national norms for each grade level and to see if there is an improvement in the relative standing of the Burrillville students from 1978 to 1979. Percentile rankings provide a comparison with national norms. If students have increased their percentile ranking from one year to the next, this improvement can be attributed to the special effect of the BRONCOS Reading

Improvement Project.[1] Changes in percentile rankings are demonstrated by first converting all percentile scores to Normal Curve Equivalent (NCE) scores and then calculating the differences by subtracting the pretest NCE score from that of the posttest. Any positive NCE gain score is considered an indication of program success.

The results in Tables 2 and 3 indicate six increases and three decreases in relative standing from pre to post testing. Improvements are noted for the students in grades two and five for both vocabulary and comprehension, and grade 3 students show an improvement in comprehension. Grade 4 students improved their vocabulary scores but show a decrease in comprehension. Grade 6 students show a slight decrease both in vocabulary and comprehension.

The largest gains are noted for the vocabulary scores of Grade 4 students and the comprehension scores of Grade 5 pupils. All other increases and decreases are slight.

It is interesting to note that the decline in comprehension scores for grades four and six is consistent with that reported last year. The decreases are smaller in the 1978 vs. 1979 comparison than they were in the 1977 vs. 1978 comparison but they do occur at the same two grade levels. Several interpretations of these results are possible. Perhaps the instructional programs in the fifth and seventh grades need a greater emphasis on reading comprehension or perhaps these years represent especially difficult times in the life of students who had made steady progress in previous years and will do so again in the future. For example, students whose scores declined in the time between the 4th and 5th grade (1977 vs 1978) improved in the time between 5th and 6th grade (1978 vs 1979).

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1 This use of a change in percentile ranking to provide evidence of the effects of a special program is the recommended evaluation methodology for ESEA Title I programs.

TABLE 2

Pre/Post Results from Vocabulary and Comprehension Subtests
of the Stanford Diagnostic Reading Test, 1976 edition
Grades 2 - 5

Pre (May 1978)							Post (May 1979)						
		Scale Score							Scale Score				NCE
Grade	N	Mean	S.D.	%ile	NCE		Grade	N	Mean	S.D.	%ile	NCE	Gain
						VOCABULARY							
							2	227	320.0	34.3	61.0	55.9	-
2	168	316.5	37.6	57.5	54.0		3	168	439.2	53.3	59.0	54.8	0.8
3	195	345.9	35.1	a	a		4	195	476.9	52.9	61.9	56.4	a
4	186	469.0	54.5	58.0	54.2		5	186	532.8	85.2	69.8	60.9	6.7
5	181	505.3	50.5	56.3	53.3		6	181	573.7	79.9	60.0	55.3	2.0
						COMPREHENSION							
							2	227	430.1	84.2	57.0	53.7	-
2	168	431.5	85.7	57.7	54.1		3	168	467.5	62.3	60.5	55.6	1.5
3	194	486.5	66.9	71.0	61.5		4	194	513.0	59.1	72.0	62.3	0.8
4	186	497.2	57.7	64.0	57.5		5	186	545.2	85.6	61.2	56.0	-1.5
5	181	514.0	53.6	49.0	49.5		6	181	570.3	83.6	58.0	54.2	4.7

[a] The Red Level vocabulary subtest was too easy for these third grade students, as indicated by their average score being near the maximum possible on the test. Because the test did not allow them to demonstrate their true vocabulary achievement, no valid comparison can be made with these scores.

TABLE 3

Pre/Post Results from Vocabulary and Comprehension Subtests
of the Stanford Diagnostic Reading Test, 1966 edition
Grades 6 - 7

Pre (May 1978)							Post (May 1979)						
Grade	N	Raw Score Mean	S.D.	%ile	NCE		Grade	N	Raw Score Mean	S.D.	%ile	NCE	NCE Gain
						VOCABULARY							
6	146	30.1	5.1	30.5	39.3		7	146	32.5	4.9	30.0	39.0	-0.3
7	168	31.1	5.4	22.8	34.3		8	168	33.8	4.9	No norms available		
						COMPREHENSION							
6	146	38.7	9.9	31.2	39.7		7	146	43.1	8.9	28.4	38.0	-1.7
7	168	41.3	10.8	24.0	35.1		8	168	44.7	11.4	No norms available		

In addition to noting the change in the same students from year to year, it is possible to evaluate the impact of the BRONCOS project by looking at how the scores within each grade change from year to year. A three year comparison of the percentile rankings on the comprehension subtest reveals a consistent rise in scores over the three years that Burrillville has had a federally-funded Reading Improvement Project. Table 4 reports these findings for all students who were tested. (There is no attempt to limit the scores to only those of students who were present for all three years.) These results are especially meaningful for grades 5,6 and 7 because all enrolled students in these grades were included in the testing over all three years. (Grades 2-4 had only partial representation during the first year.)

The findings indicate that the students in each grade scored better on the comprehension subtest than their counterparts in that grade the year before. This trend is consistent for all grades for all three years with one exception; (Grade 3 declined from 1978 to 1979.) The greatest improvement is noted for the fifth grade program where the students in 1977 averaged the 23rd percentile and their counterparts in 1979 averaged the 59th percentile.

One interpretation of these results is that the reading program in the Burrillville schools has been consistently strengthened during the three years that the BRONCOS Reading Improvement Project has been operating.

An additional analysis of the testing results was required by the Washington Right to Read Office. For this analysis grade equivalent scores are used to indicate whether students achieved "a month's growth for each month in the program". The number of students who demonstrated a ten month or more increase in grade equivalent scores from the 1978 to 1979 testing are noted on the required form in Appendix B of this report. The number reported represents 78% of the students tested in both years.

TABLE 4

Percentile Rankings from Comprehension Subtest
for three years of testing with the
Standford Diagnostic Reading Test [a]

Grade	February 1977		MAY 1978		May 1979	
	Number Tested	Average Percentile Ranking	Number Tested	Average Percentile Ranking	Number Tested	Average Percentile Ranking
2	86	50th	208	55th	227	57th
3	111	52nd	213	71st	207	61st
4	129	50th	205	63rd	223	72nd
5	202	23rd	210	49th	216	59th
6	210	26th	205	31st	217	57th
7	206	17th	195	23rd	192	28th

[a] The scores of all students tested during each of the three years are reported here.

Classroom Assessment Results

A total of 65 professional staff members provided documentation regarding 31 different Right to Read classroom projects completed during the 1978-79 school year. The documentation consisted of a "Plan of Action" application form submitted in November in which the proposed classroom project was described and Right to Read resources were requested. Within the plan teachers described whether they would work in a group with fellow staff members, what the needs of their students were and how these needs would be documented, a rationale for their plan, and the specific instructional objectives and activities to accomplish these objectives. The final portion of the plan described how the teachers would evaluate the success of their classroom project. A copy of the Outline and form used for the Plan of Action is included in Appendix C. At the conclusion of the school year the teachers submitted a summary of their evaluation findings, as well as many examples of the children's work.

To carry out these classroom projects 57, or 87%, of the teachers worked in groups of two to four members. The remaining eight staff members worked alone. (Another two teachers made extensive arrangements for an artist-in-residence program which will be implemented during the 1979-80 school year in conjunction with the Rhode Island Council on the Arts. No documentation for this project was provided during the 1978-79 school year, however.)

A classification of the 31 classroom projects into seven categories is presented in Table 5. This classification system was attempted to provide clarity in this report at the price of oversimplifying the many activities carried on within each project. In many cases, the choice of which category to classify a project under was somewhat arbitrary in that two or three goals were emphasized equally. For example, language experience stories can be used to teach comprehension and vocabulary skills and simultaneously enhance a child's self-concept. This type of project can be classified in any one of three categories listed in Table 5.

TABLE 5

Number and Type of Right to Read Classroom Projects by School

School	Comprehension and Vocabulary Development	Reading Enjoyment and Motivation	Language Experience Stories and Creative Writing	Self-Concept	Listening and Following Directions	Student Independence	Parent Education Regarding Career Development	Total
Sweeney			1					1
Levy			1			2		3
Pascoag		2	2		2			6
Callahan	2	1	3		2			8
Northwest Catholic	2		1			1		4
Junior High	3	2	1	2			1	9
Total	7	5	9	2	4	3	1	31

As noted above, for each classroom project the teachers were required to develop some systematic pre/post assessment. Depending on the nature ot the project the assessment may have been an observation of how often students were on task during a given amount of time, or how their letters to pen pals improved over time. The results of these informal assessments were provided to the evaluator for 28 of the 31 projects. A total of 27 of the 28 projects, or 96%, indicated positive results on the part of participating students.

More detailed information about the classroom projects is provided in the following sections of this report as the results for the specific objectives are addressed. Three editions of a BRONCOS newsletter also summarized the classroom projects for the benefit of all participants. Appendix D provides copies of the three newsletters.

SPECIFIC OBJECTIVE 1: Reading Readiness Skills. Students in grades K-3 will develop the social, cognitive, and linguistic skills necessary to approach a beginning reading program.

The results of the pre/post assessment with Stanford Diagnostic Reading Test indicate that children in the lower grades of the Burrillville Schools are developing the skills needed for effective reading. The findings presented in Table 2 indicated that second and third grade children improved their percentile standing from pre to posttesting and in general are performing above national norms. Moreover, the results of the teachers assessments indicated improvement in all but one of the classroom projects carried out in grades kindergarten through three. (The evaluation results for one Grade 2 project were not submitted.)

These positive findings are substantiated by the activities observed by the evaluator during the December and March visits. In the kindergarten classrooms a great deal of emphasis was placed on the childs' self-concept and his/her importance as a learner. Language experience stories and drawings,

photographs, and dictated books about themselves emphasized each child's self-worth while developing his/her reading readiness skills. Tapes, filmstrips, sequencing cards, classification games and an ample supply of interesting books contributed to the varied activities available to kindergarteners.

All of the Grade One teachers at the Levy School worked together to adapt learning centers developed through the validated "Exceptionally Ready" program. By using learning centers, classrooms were reorganized to allow students to carry out highly motivating, reinforcing activities independent of the constant direction of the teacher. The centers followed various themes, such as space, dinosaurs, camping, and oceans,and included a variety of reading, math, science, and skill-building activities. With the use of self-correcting materials the children improved their attention span, and their abilities to follow directions and to work independently. Learning Centers also provided much practice in a number of skills in a interesting and self-motivating way.

The teachers at Northwest Catholic Regional School used learning centers in Grades 1-4 to foster independent learning and to develop vocabulary and language skills. The centers were used for listening activities, games, worksheets and reference work. At the Pascoag Grammar School the Grade 3 teachers emphasized listening skills and following directions through a variety of classroom activities. These projects will be described more completely under specific objective 3.

An attempt is made to share the early progress of each child in the primary grades by passing on readiness information from kindergarten through Grade 3. Teachers share the results of a checklist of readiness skills as well as consult each other about the progress a child made in the previous year.

SPECIFIC OBJECTIVE 2: Word Identification Strategies. Students will improve their ability to recode written language.

One of the unique aspects of the BRONCOS project is addressed in this objective, that is, the language experience approach. With the language experience approach, the students use their own spoken language and past experiences as the material for their reading lessons. In kindergarten and the early grades, one way a child may be first exposed to reading is through a language experience story. An individual child or group of children is asked to describe an actual experience they have had. An adult then writes down the story exactly as it is told by the children. In this way, the students can see their thoughts and words transcribed onto paper. The link between spoken and written language is thus introduced.

Nine different classroom projects emphasized language experience and creative writing activities. In the younger grades the stories children dictate or write are usually about themselves. As the age of the children increases, these activities expand to include: writing to pen pals in other states, writing and illustrating books to share with classmates, writing poems or prose to describe pictures, writing group stories displayed on large pads of paper, writing their own advertisements or letters to businesses about advertisements, creating their own newspapers and writing reports on various projects they have completed.

In each case, the student is asked to write about something that has some personal meaning. As a result, the reading of what they have written, that is, the recoding of written language, is enhanced.

SPECIFIC OBJECTIVE 3: Comprehension Strategies. Students will be able to utilize a variety of comprehension strategies, specifically the ability to set and confirm their own reading purposes.

Students will improve their ability to gain information by listening.

The first portion of this objective pertains to the use of Directed Reading Thinking Activities (DRTA). This is a method used to improve a student's comprehension of what he or she has read. The most commonly used aspect of this technique is to pose questions to the students about a reading selection prior to their reading of the material. DRTA techniques were introduced and demonstrated by the reading consultants during the 1976-77 teacher inservice workshops. Many teachers are continuing to use these activities this school year. Seven classroom projects chose comprehension skills and/or vocabulary development as the main focus for their Right to Read effort and many other teachers were observed using DRTA even if comprehension was not the focus of their Right to Read project this year.

Four Right to Read projects focused on the skills of listening and following directions. Tape recorders, filmstrips, basal readers, workbooks and the childrens' own stories provided materials for comprehension, listening, and following-directions exercises. In most cases, the teachers prepared the children for a reading lesson by asking questions; in one case the children practiced their comprehension and listening skills by asking the teacher questions about what she had just read them. In several classrooms, children were required to follow a sequence of directions in order to accomplish a specific activity. An example of this approach was the "Food for Thought" project at Pascoag School where third graders completed a series of cooking activities which culminated in a May Breakfast for faculty and the children's families. The organization and preparation of the food required that the students use a variety of listening, sequencing and comprehension skills to complete these highly motivating activities.

During interviews with the evaluator, many teachers reported an improvement in comprehension and listening skills as a result of the materials acquired and the activities conducted for their BRONCOS project.

SPECIFIC OBJECTIVE 4: Concept Formation. Students will develop concepts necessary for reconstructing the meaning of the printed page.

Students will develop an understanding of the community through the community's media.

One of the identified needs of Burrillville students was their lack of a broad experiential base to bring to the reading process. Many students have not traveled far beyond the rural areas in Burrillville and have had limited or no experiences with many of the places and topics discussed in books. In response to this need, the BRONCOS project sought to enhance the number and variety of student experiences by taking field trips both within and outside the local community and by bringing dramatic presentations to the schools.

Table 6 summarizes the different field trips taken by Burrillville students as a part of the BRONCOS project. The students visited places within and outside of their rural community. For some children it was their first visit to Boston, a city approximately 60 miles away. The trips were planned in conjunction with the Right to Read classroom projects. For example, the students who were producing a classroom newspaper visited the publishing offices of the Woonsocket Call, the principal print media serving Burrillville. The students who were involved in the cooking project toured the kitchens of a McDonald Restaurant and reinforced their sequencing skills by noting the order in which food service tasks were performed. A trip to the acquarium reinforced the activities used in a learning center on dolphins and a trip to a supermarket coincided with a project on nutrition and consumer awareness.

Participating teachers completed a form on which they described the preparatory and follow-up classroom activities related to these field trips. (See Appendix E). Many teachers commented on the beneficial effects of the

TABLE 6

Field Trips Taken and Dramatic Presentations Given as a Part of the BRONCOS Reading Improvement Project

Field Trips:

Date	School	Place Visited
12/7/78	Junior High	Boston, MA: Prudential Center, Freedom Trail, Quincy Market, "Where's Boston" Exhibit
3/9/79	Northwest Catholic	"Woonsocket Call" Newspaper Offices, RI
3/16/79	Sweeney and Pascoag Kindergartens	Levy School (where they will attend first grade)
3/27/79	Callahan School	Boston Museum of Science
4/9/79	Callahan School	"Woonsocket Call" Newspaper Offices
4/10/79	Pascoag Grammar	Tour of MacDonald's Restaurant
4/10/79	Junior High	New England Aquarium
4/12/79	Junior High	Boston, MA: John Hancock Observatory, Quincy Market
4/25/79	Pascoag Grammar	Children's Museum and Slater Park, Pawtucket, RI
4/30/79	Callahan School	Apple Valley Mall
5/3/79	Northwest Catholic	Mystic Aquarium, CT.
5/23/79	Levy School	Enchanted Forest, Richmond, RI
5/23/79	Levy School	Worcester Science Museum
5/24/79	Northwest Catholic	Plymouth Plantations
6/5/79	Callahan School	Newport, RI
6/6/79	Levy School	Enchanted Forest, Richmond, RI
6/7/79	Callahan School	Rhode Island State House, Providence
6/11/79	Callahan School	Concord, MA.
Total		18 trips

TABLE 6 (cont'd)

Dramatic Presentations:

Date	School	Theatre Company and Performance
11/22/78	Levy School Junior High	Circus Wagon Theatre--"Free to Be You and Me" and "Listen to the Children
12/1/78	Pascoag Grammar	Looking Glass Theatre--"Great Baloney Hoax" and "Hatshepsut-Daughter of the Nile"
12/15/78	Junior High	Looking Glass Theatre--"Hatshepsut-Daughter of the Nile"
3/15/79	Levy School	Looking Glass Theatre-- "Great Baloney Hoax"
3/28/79	Sweeney and Pascoag	Looking Glass Theatre--"Great Baloney Hoax"
4/5/79	Callahan School	Looking Glass Theatre--"White Wampum"
5/21/79	Pascoag Grammar	Peanut Butter Readers--dramatization of familiar stories
5/22/79	Callahan School	Peanut Butter Readers--performance for students and workshop for faculty
5/25/79	Junior High	Looking Glass Theatre--"White Wampum"
Total		9 Presentations

experiences for both the students and themselves. The most common remark was that the trips gave the children a concrete and enjoyable experience to which abstract discussions and classroom exercises could be related.

Another method of expanding the experiences of Burrillville students is to bring dramatic presentations to the schools. The Looking Glass Theatre, the Circus Wagon Theatre, and the Peanut Butter Readers conducted performances in which they involved the students both before, during and after the plays. Table 6 includes a list of the performances of these groups.

Teachers also completed a form to describe their reactions to the dramatic presentations as well as to note preparatory and follow-up activities. In general, the performances of all the groups were considered to be extremely beneficial to the children. Not only did they expand the children's awareness and understanding of new ideas and places, but they involved the children in creative dramatics as a method for expressing thoughts and feelings. Although all three groups were highly praised, the Peanut Butter Readers was especially well received because teachers saw ways they could incorporate the techniques of this company into their daily teaching methods. The single exception to the positive response of the teachers was at the Callahan School where the number of students on hand to attend the "White Waupum" performance exceeded the number anticipated by the Looking Glass Theatre Company. Unfortunately, 50 students were excluded from the activities and this occurance negatively affected the overall response to the performance by students and teachers.

The enhancement of students' understanding of their local community was accomplished by one group of staff members at the Burrillville Junior

High School. Three eighth grade teachers and the librarian coordinated "Project Burrillville" in which groups of students teamed up to describe one of the many villages within the rural area of Burrillville. Each group picked a separate village and set out to discover its history by interviewing local residents and doing research at the school and town library. During the course of the project, students were required to keep all materials in a notebook and prepare a written and oral report of their findings. Several groups drew large maps of their village and many used tapes and tape recorders to practice the oral presentation prior to their delivery to the entire class.

SPECIFIC OBJECTIVE 5: Expressive Communication. Students will improve their ability to express themselves orally and in writing.

Student's visual literacy skills and creative abilities will be refined and expanded.

When this specific objective was first formulated, the project staff anticipated purchasing additional video tape recording equipment as part of the Right to Read materials. This portion of the grant application was not funded so the BRONCOS project has used other media forms to accomplish this objective. Children have been encouraged to express their ideas in response to a variety of stimuli, including mythology, crafts, different forms of travel, the various ways to measure time, advertisements, newspaper articles, etc. The childrens oral expressions took the form of creative dramatics and presentations to their classmates. They have also written responses in stories, books, poems, essays, travel diaries, and research reports. Other expressive forms include drawings, photographs, slides, maping local places, and video tape. The Poloroid Foundation donated two cameras, 30 packs of film and 10 flashbars which were used by eighth graders to record creative dramatics skits and research presentations, and to explore the media of photography.

SPECIFIC OBJECTIVE 6: Staff Competency. Administrators and teachers will become competent in using a DDAE process to improve their ability to provide reading instruction in a language arts - language experience focus.

Teachers will refine competencies in one or more facets of the language experience approach, specifically:

1. Language experience stories, group and individual.
2. Guided reading via a directed reading-thinking approach in both fiction and non-fiction.
3. Creative writing
4. Individualized reading (Stauffer Model)

Teachers will plan strategies to develop basic readiness skills in those pupils who come to school without the traditionally expected background. This includes language development (receptive and expressive) and fundamental work habits.

Teachers will be able to diagnose both the pupil's needs and their own teaching needs and develop a yearly systematic plan to meet the needs of the underachieving readers in their charge.

Administrators, reading resource and classroom teachers will interact with other professionals interested in recent trends and practices in reading development at community, area, state and regional meetings.

The enhancement of staff competancy is noted through a variety of ways in the 1978-79 BRONCOS project. The completion of 31 distinct classroom projects was made possible by the systematic efforts of the 72 participating staff members. The five principals served a facilitator function as the other staff members worked together to establish highly motivating language arts activities.

As noted earlier each individual or group of teachers submitted a Plan of Action which described their objectives and activities. These plans were reviewed by a panel consisting of two teachers selected by the faculty, a principal, the project director and the two reading consultants. The review panel approved and recommended modifications of the plans according to specified criteria (See Appendix C).

The classroom projects first required teachers to identify and document the instructional needs of their students. The results from the evaluators interviews of a sample of teachers indicated that most teachers felt comfortable with this task. These results were substantiated by review of the submitted plans as well as the teachers responses to a questionnaire item regarding this task (see Table 7).

In addition to carry out the activities planned for in their classroom projects, teachers had to develop a pre/post assessment of these activities and had to analyze the results and write up their evaluation findings. These tasks also added to the teachers' competancies.

A main focus of many of the classroom projects was to individualize the type of instruction afforded to each student. Whether by using interest centers, research projects, or language experience stories, the thrust was to offer the students some personally meaningful materials from which to learn. (This skill will be a major focus of next years' BRONCOS project during which a 3-credit graduate course on "Learning Centers, an Approach to Individualized Learning" will be offered by a professor of education from Rhode Island College to interested members of the Burrillville faculty.)

Many of the teachers interviewed by the evaluator emphasized that they had continued to use and expanded upon the ideas generated during their previous years involvement with the BRONCOS project. They also noted that the consultants provided them with valuable assistance and that they found the sharing with other teachers to be extremely helpful. In addition to working within their groups, teachers benefited from the school-wide "Cultural Fair" held at the Pascoag Grammar School and the "Math Fair" held at the Junior High. Three BRONCOS newsletters promoted sharing among teachers by describing the activities going on in the six separate schools. (See Appendix D.)

The competancy of staff members was also enhanced by their participation in a number of regional and state functions of the International Reading Association (IRA). The BRONCOS project paid the dues for 19 staff members to join the Northern Council of IRA and for 15 members to join the State Council. It also supported the attendance of five participants at a fall meeting and the attendance of over 30 staff members at one or more of three IRA functions held in the spring. The project director and the principal of Levy School participated in the National IRA meeting held in Atlanta, GA. during April, 1979.

Results of Follow-up Questionnaire

Further information about the increase in staff competency as well as other aspects of the BRONCOS program is available from a follow-up questionnaire administered during May of 1979. Forty eight of the 72 professional staff members completed the questionnaire. Its purpose was to determine the teachers perceptions of various aspects of the Right to Read program. Questions pertained to the use of consultants, the use of volunteers, the amount of sharing among teachers, the ease with which teachers performed a number of Right to Read related activities, the impact of the Right to Read program on their teaching methods, and whether or not they participated in professional meetings supported by Right to Read funds.

Table 7 presents the responses to these questions. Although the responses were originally analyzed seperately for each of the six schools, only the overall totals are reported here. When the responses for one school differed markedly from those reflected in the totals, this fact is noted in the text accompanying the table. Some questions on the questionnaires were identical to those asked during the 1977-78 evaluation of this program. A comparison of this year's results with those of last year is offered for these questions.

TABLE 7

Results of Follow-Up Evaluation Form
May 1979
N=48

Question	Responses					
CONSULTANT SERVICES:						
1. How many times did you meet with the Right to Read consultant at your school?	Mode = 2; Average = 2.4; Range = 0-6					
2. For how many of these times did a substitute (or some other staff member) take over your class while you talked to the consultant?	Mode = 2; Average = 1.5; Range = 0-6					
	Does Not Apply and No Answer	Not at All		Somewhat		Very Much
	X	1	2	3	4	5
3. In general, how useful did you find the consulting session(s)?	4%	--	4%	25%	44%	23%
4. How essential was the consultant's help in:						
a. getting your Right to Read activities started?	6%	23%	8%	31%	17%	15%
b. keeping your activities going?	12%	12%	4%	48%	10%	12%
VOLUNTEERS:						
5. a. Did you have a volunteer this year?		Yes 38%		No 61%		No Answer 2%
b. If so, how helpful was he/she to you? (N=18)	--	--	--	11%	44%	44%
6. a. Did you attend any of the volunteer sessions sponsored by Right to Read?		Yes 35%		No 63%		No Answer 2%
b. If so, when? (N=17)		Sept. '78 23%		March '79 59%		Both 18%
c. Did you find the session(s) helpful? (N=17)	6%	--	--	24%	35%	35%
TEACHERS:						
7. Were you involved in a group of teachers for your Right to Read activities?		Yes 75%		No 25%		No Answer --
8. Did you observe in another teacher's classroom as a part of the Right to Read project?		35%		63%		2%
9. How familiar are you with the Right to Read activities of other teachers:						
a. in your school?	--	4%	2%	35%	17%	42%
b. in other Burrillville schools?	--	25%	21%	38%	8%	8%
10. How much help (i.e. sharing of ideas, materials, books, lessons) did you get from:						
a. teachers within your group?	14%	2%	2%	21%	21%	40%
b. resources outside your group? (e.g. other teachers, parents, Math Fair and Cultural Fair, newsletters, etc.)?	4%	10%	15%	42%	19%	10%
11. Has the use of the DDAE model (Dialogue, Decision, Action, Evaluation) increased the sharing of the instructional techniques among teachers in your school?	7%	10%	12%	46%	15%	8%

Table 7 Continued

	Does Not Apply and No Answer	Not at All		Somewhat		Very Much
	X	1	2	3	4	5
GENERAL:						
12. How comfortable did you feel in carrying out the following aspects of your Right to Read activity:						
a. identifying student needs?	—	—	2%	15%	46%	38%
b. getting started?	—	—	4%	25%	38%	33%
c. operating your project?	—	—	4%	12%	46%	38%
d. developing your pre-post assessment?	—	2%	6%	23%	46%	23%
e. analyzing pre-post information?	2%	—	12%	19%	46%	21%
13. How much have your teaching activities been influenced by:						
a. acquisition of Right to Read materials:	4%	—	—	12%	33%	50%
b. consultant assistance?	2%	4%	12%	38%	31%	12%
c. sharing with other teachers?	2%	4%	4%	38%	27%	25%
14. Has there been a change in your ongoing teaching methods as a result of your involvement in the Right to Read program?	—	2%	6%	38%	31%	33%

	Just Starting		About Halfway		Finishing Up
	1	2	3	4	5
15. How far along are you in your Right to Read activities?	4%	2%	8%	10%	75%

16. Did you participate in any of the following International Reading Association (IRA) activities?	Yes	No	No Answer
a. Learning Centers (Halliwell School, March 29, 1979)	12%	77%	10%
b. Oceans of Reading (Admiral Inn, May 10, 1979)	23%	71%	6%
c. Parental Involvement in Reading (Valle's, May 18, 1979)	40%	56%	4%

Number of functions:	0 and No Answer	1	2	3	4	5	6
% of Right to Read Staff Attending:	54%	19%	21%	2%	2%	-	2%

	Does Not Apply and No Answer	Not at All		Somewhat		Very Much
	X	1	2	3	4	5
17. How useful were these activities? (N=22)	—	5%	5%	41%	23%	27%

The questionnaire results indicate that most Burrillville teachers met with a reading consultant on two occasions during the 1978-79 school year, although the teachers at Northwest Catholic met with the consultant three times. During most of these sessions a substitute or some other staff member freed the teacher from classroom duties, with the exception of the Junior High School when teachers generally met the consultant during a planning period. The range in number of consultant visits varied from none to six across the 48 responses. During 1977-78, the consultants average five visits per teacher, with the range extending from three to eleven visits. This decrease attests to the lesser emphasis placed on the consultant's role in the 1978-79 BRONCOS program.

In general, the teachers found the consultants visits quite useful, although the responses from Callahan school indicated that they saw the sessions as slightly less useful than the teachers in other schools. The overall response to this question was basically the same as that reported last year.

To the specific questions of how essential was the consultants help in getting the Right to Read activities started and keeping them going, the 1979 responses indicated a slight shift from those of 1978. In 1979, 63% saw the consultants help as somewhat to very essential in getting their activities started, as compared to 89% in 1978. Similarly, 70% saw this help as essential to keeping their activities going in 1979 as compared to 88% in 1978. Although the consultants role is still seen as somewhat to very essential by the majority of teachers there is a noticeable decrease in the percent of teachers requiring this assistance.

The next set of questions pertained to the use of volunteers. A total of 18, or 38% of the respondents, indicated that they had a volunteer assist

them during the 1978-79 school year. Only Northwest Catholic School reported no use of volunteers. The volunteers were perceived as very helpful by the teachers who had this assistance.

Several training sessions were held to enable teachers to make optimum use of volunteers. A total of 17 staff members attended one or more of these sessions. Eleven of the participants were using volunteers at the time of the training sessions. Participants indicated that the training sessions were somewhat to very helpful.

The third set of questions pertained to the amount of involvement teachers had with each other in the implementation of their Right to Read activities. During the 1978-79 school year, 75% of the respondents indicated they were working in a group to carry out their Right to Read activities. This figure compares to 63% for the previous year. Involvement in a group effort was highest at the Northwest Catholic School where 100% of their teachers worked in a group and lowest at Callahan School where 56% were involved with fellow teachers. (When all participants are considered, not just those who completed the questionnaire, the overall group involvement figure is 86%.)

Approximately 35% of the questionnaire respondents observed a fellow teacher's classroom as part of the Right to Read project. This figure is basically the same as that of the previous year. An exception to this overall result is at the Levy School where 73% of the teachers observed in another teacher's classroom during the 1978-79 school year.

When asked how familiar they were with the Right to Read activities going on in their school and in other Burrillville schools, the respondents indicated an increased awareness over last year's results. This year the majority of respondents indicated that they were "very" familiar with the

activities occuring within their own building, as compared to "somewhat" familiar last year. With regard to the activities in other schools the majority were "somewhat" familiar this year as opposed to "not at all" familiar last year.

The participation in a group with other teachers was seen as quite beneficial by the respondents, 40% of whom indicated they received "very much" help from their fellow group members. Other resources provided by Right to Read were also seen as helpful, though not to the same extent. The responses to the question of how much help did they receive from resources such as teachers outside their group, parents, the Math Fair and Cultural Fair, and the newsletters indicated that the majority of teachers found these to be "somewhat" helpful. The answers varied widely among the six schools, however, reflecting the fact that different resources were used differently by the participants. These "outside" resources were found to be especially helpful by the staffs at the Levy and Junior High schools.

In response to the question of whether the DDAE model (Dialogue, Decision, Action, Evaluation) had increased the amount of sharing among teachers, the majority indicated that this was somewhat the case. The respondents at the Junior High and Northwest Catholic schools were even more positive about the effect of this model on their staff, however. The 1978-79 responses to this question are essentially the same as those from the previous year.

A number of general questions were asked to assess the impact of Right to Read on specific teaching skills as well as overall methodology. The responses to these questions provide some insights into both the impact of the current program as well as areas that could be worked on in future years.

When asked how comfortable they felt in completing five specific tasks related to their Right to Read projects, staff members indicated that they were quite comfortable with all the tasks. In relative terms, they were able to identify student needs and operate their project with a little more ease than they could get it started. Moreover, analyzing the pre/post results and developing the pre/post assessments were seen as more difficult than the other tasks.

When asked how much their teaching was influenced by the acquisition of Right to Read materials, a full 50% of the respondents indicated "very much". The "sharing with other teachers" was seen as the next greater influence, followed by "consultant assistance". This result provides further evidence that the Burrillville teachers are decreasing their dependence on outside help and are looking to each other for this assistance.

A strong affirmation of the program's impact on teachers is indicated by the responses to question 14 where the majority of teachers noted that their ongoing teaching methods have been changed as a result of their involvement in Right to Read.

Finally, as of late May, 1979, 75% of the teachers reported that they were finishing up their Right to Read project. The response to the questions of whether they had participated in any International Reading Association (IRA) functions indicated that almost half of the respondents (46%) had attended one or more functions. Staffs from the Junior High, Pascoag Grammar and Northwest Catholic schools were especially well represented at these meetings. The sessions were viewed as beneficial by almost all of those who attended them. The registration fees for the sessions were paid for by the BRONCOS program.

In summary,the results from the follow-up questionnaire indicate that

the Burrillville teachers have been greatly influenced by the Right to Read program within their schools. This influence has come from Right to Read materials, consultants, volunteers, professional meetings, and especially from their active involvement with fellow teachers.

Summary of General Objective A

To summarize the results of the first general objective of the BRONCOS project, it can be said that Burrillville students are developing the strategies, concepts, and communication skills necessary for effective reading. Evidence for this statement is provided by the positive changes from pre- to posttesting with the Stanford Diagnostic Reading Test for six of the nine comparisons made. (See Tables 2 and 3.) Additional support is provided by the improvement noted in 96% of the pre/post assessments of the individual classroom projects. Also, a three year review of comprehension scores within each grade level indicates a consistent rise in the performance of Burrillville students (See Table 4).

Children have increased their range of experiences as the result of the dramatic presentations brought to the Burrillville schools and the field trips taken by the students. Teachers have gained in their competencies to motivate students with high-interest, personalized activities and in their ability to evaluate the effectiveness of these activities. With 86% of the professional staff members working in groups to carry out their Right to Read projects, teachers have come to view each other as capable resources for new ideas and cooperative efforts, and thereby have lessened their need for assistance from outside consultants. The impact of the BRONCOS project is also evidenced by the majority of teachers who stated that their ongoing teaching methods have been influenced by their involvement in Right to Read.

III. GENERAL OBJECTIVE B

Parents and the larger community will become more supportive of the school's reading program.

The increased involvement of parents and other community members in the Burrillville schools is a priority concern of the BRONCOS Reading Improvement Project. It is felt that the school's efforts to improve the students' communication skills will be most successful if coupled with increased attention to reading on the part of parents and other community members. It is also felt that involving the children's home and community within the life of the school will increase the meaningfulness of many school-related tasks. To accomplish this objective of increased parental and community support, the BRONCOS project asked for volunteers to work within the schools and also conducted a number of "outreach" functions to bring the school, parents, and larger community closer together.

SPECIFIC OBJECTIVE 1: Volunteer Effort. Parents and non-parents will provide volunteer help to the classroom teacher and support the staff to meet the individual needs of the children.

The BRONCOS staff recruited volunteers by sending letters to those who had helped in the past and by sending home notices and publishing ads in the local newspapers requesting assistance. A total of 24 volunteers responded, 14 of whom were "veterans" from previous Right to Read programs. The new volunteers received three training sessions during October 1978. The sessions were conducted by the volunteer coordinator (who had been a volunteer in previous years) and were also attended by some veteran volunteers. Topics included child growth and development, the ethics of volunteering, the importance of a child's self image, and specific steps in the use of the language experience approach to reading, and ways volunteers can assist with enrichment activities.

Informal feedback forms and the results of a questionnaire distributed during the last session indicated uniform praise for the content of the sessions and the warmth and professionalism of the presenters.. Parents emphasized how useful the strategies were in dealing with their own children and how much they enjoyed the sessions.

How to assist a child who was having trouble with mathematics was a concern of a number of volunteers, teachers and parents. In response to this need, Right to Read sponsored a fourth session in October 1978 to demonstrate ideas, games and ways parents can "tutor" their child in a comfortable and tension-free atmosphere. The session was partially conducted by the ESEA Title I staff of three teachers who serve as math resource teachers in the Burrillville Schools. A packet of activity sheets and suggestions were distributed and the session was highly praised by the volunteers, teachers and the guidance counselor who attended.

In addition to regularly giving their time in five schools, volunteers staffed a week-long Christmas Book Fair at the Levy School in December 1978 and attended a "Valentines for Volunteers" session in February 1979. The February session brought volunteers up to date on a number of Right to Read related activities and introduced them to additional activities they could use with students.

Volunteers were very active in raising funds for three distributions of free books through the federally funded Reading Reading Is FUNdamental (RIF) program. Through their efforts children in grades K-2 received a free book in January, February, and June of 1979.

As mentioned previously, Burrillville teachers were provided with training sessions on how to make the most effective use of volunteers. In addition to the September 1978 sessions sponsored solely by the BRONCOS

project, two sessions were held in March 1979 as part of a state-wide training program for teachers. Entitled "Volunteer Effectiveness Training for Teachers", the sessions were made possible by a grant from the Charles Stuart Mott Foundation and were organized by a coalition of the National Education Association of Rhode Island, the Rhode Island Department of Education, and the Volunteers in Rhode Island Schools. Six different topics were covered in the two sessions including union concerns, the importance of listening, and how teachers can give feedback to volunteers. The response of the approximately 20 Burrillville teachers who attended one or both sessions was enthusiastic.

All evidence gathered during this and previous years of the BRONCOS program has indicated that the volunteers contributed a great deal to the ongoing success of Right to Read activities. The teachers interviewed by the evaluator stressed the help the volunteers had given them and the positive working relationships that have been established between themselves and the volunteers. Individual children have blossomed under the special attention afforded them by the volunteers and teachers freely acknowledge that a number of individualized activities may not have been carried out without the assistance of the volunteers. Observation of volunteers at work indicate that they complete a wide variety of functions within the classroom, all of which are geared to the enhancement of the children's reading skills and enjoyment.

The many contributions of the volunteers were acknowledged in an awards ceremony held as part of a sharing dinner in June 1979. At this time the volunteers were presented with certificates of appreciation by the Project Director and the chairman of the Burrillville School Committee.

SPECIFIC OBJECTIVE 2: Improved Communication. A systematic program of school-home communication will be developed which deals with cooperative efforts for meeting children's education needs.

The BRONCOS project continued to be extremely active in its "outreach" activities. These activities have taken place on four different levels including: 1) presentations at State and National Conferences and the preparation of Project Information Packages; 2) project-wide activities open to all Burrillville parents and community members; 3) school-wide events within one building; and 4) classroom activities reaching out to parents of students in a particular room. This document briefly summarizes these events and indicates the publicity given to them in the local media. In addition, Table 8 outlines the school-wide and project-wide activities sponsored by the BRONCOS program. Finally, the results of a parent survey designed to assess the impact of the BRONCOS project on reading-related activities in the home is discussed.

State and National Events

At the State and National level, the BRONCOS project was represented at five functions during the 1978-79 year. In October, the project director and evaluator prepared a session for the Rhode Island Teacher Institute meetings held at Rhode Island College. In January, 1979 the project director addressed a state-wide RIF conference on the topic of "Parental Activities for Motivating Children to Read." In March, the project director was one of four speakers at a State Right to Read Conference focused on "Fostering Change in Reading." In April, the project director and a principal participated in the national meetings of the International Reading Association and in August, the project director described the role of the DDAE process as one model for "Maintaining Established Programs", the focus of the National Right to Read Conference held in Washington, DC. The new Superintendent of

TABLE 8

School and Project-wide BRONCOS Activities
Designed to Improve Communication Among the Schools, Homes and Community

Date	School(s)	Event
School-wide-Activities:		
November, 1978	Levy and Pascoag	"Book Week" celebration
December, 1978	Levy and Pascoag	Book Fairs
February-March, 1979	Junior High	"Math Read-A-Thon"
March, 1979	Junior High	Mathematics Fair
March, 1979	Pascoag Grammar	Cultural/Science Fair
May, 1979	Junior High	Kite Flying Contest
Project-wide Activities:		
September, 1979		Evening of Sharing
January, 1979		Project Director's report to Burrillville School Committee
January, February and June, 1979		Distributions of RIF books, Grades K-2
February, 1979		Hosted meeting of RI State Council on on the Arts
February-March, 1979 (Cycle I) April-May, 1979 (Cycle II)		Career Development seminars for Parents* (10 Sessions in each cycle)
April-May, 1979		Instructional Materials Workshops * (10 sessions)
May, 1979		"Getting Your Child to Read" session for Parents.
May, 1979		"Sharing Fair" (displaying Right to Read Materials at Open House in all Burrillville Schools)
June, 1979		"Sharing Dinner" (culminating activity for entire year of BRONCOS efforts.)

* Held in conjunction with the Burrillville Schools Adult Education Program

the Burrillville Schools also attended this national conference.

Project Information Packages

Two booklets have been published as a result of BRONCOS activities in the Burrillville schools. Published as Project Information Packages (PIP) the two booklets share the language experience approach to reading with other interested teachers and parents. Three teachers at the Callahan School authored "I Did It, I Said It, I Wrote It, I read It: A Language Experience Approach to Reading." Currently 500 copies of this delightful booklet are being distributed by the Rhode Island State Right to Read Network. The second booklet is now being illustrated and has the tentative title of "A Pear Tried to Kiss Me: A Language Experience Approach to Reading Readiness." Prepared by the kindergarten teachers at Sweeney School, it demonstrates how teachers can incorporate many reading readiness skills into a language experience approach.

School-Wide Events

At the school-wide level, six specific events involving parents should be noted (See Table 8). Both the Levy and Pascoag Grammar schools participated in "Book Week" celebrations in November, 1978. At Levy School children came dressed as their favorite story-book characters. The elaborate costumes indicated much work on the part of the parents for the event.(See newspaper picture in Appendix F.) At Pascoag Grammar School children participated in a poster content describing their favorite book. The contest winners were also acknowledged in a newspaper picture.(Appendix F). The Pascoag and Levy schools also held Book Fairs in which children, parents and teachers could select and purchase books from an extensive collection brought to the school.

The Pascoag Grammar School held a Cultural/Science Fair in March, 1979. Over 500 parents, friends and students viewed the 187 projects prepared by the children in the third and fourth grades and special education classes. Extensive involvement by parents in their childrens' projects was noted by the teachers responsible for coordinating this fair.

At the Junior High School two different school-wide events brought the skills of reading and mathematics closer together. A "Math Read A-Thon" was sponsored by the Title I and classroom math teachers in February - March 1979. Students were encouraged to read math-related books from an extensive list offered by the teachers, including a "Young Math Book" series purchased with Right to Read funds. The books were very different from the math textbooks the students were required to use everyday, and thus introduced them to a new way of enjoying both mathematics and reading. The prizes offered by the Read-a-Thon were gift certificates for the High School store.

During March 1979 a very successful "Math Fair" was held at the Junior High School. From a list of 73 possible topics students did research, wrote reports, and developed displays in such areas as number theory, geometry, linear mathematic, games and puzzles, probability and statistics, ratio and proportion, applied mathematics and computer math. Appendix F includes some of the publicity given this event.

A third event at the Junior High involved almost all the seventh and eighth graders and their reading, math, science and English teachers in a kite-flying contest. Sponsored by the Department of Environmental Protection in May 1979 and conducted as a part of a state-wide Clean Air Project, the contest involved students in the design and construction of the kites as well as in writing reports about them. The project culminated in a trip to the State House where the kites were flown in the Capitol Rotunda. Two plaques from the Department of Environmental Protection praised and acknowledged the participation of the seventh and eighth graders in this contest.

Project-Wide Events

The project-wide activities involving parents and the larger community are also listed in Table 8. The purpose of these events was both to inform and involve the community in the activities of the Burrillville schools as well as to provide parents and other community members with specific skills for interacting with children. In Septermber, 1978 and "Evening of Sharing" was held to look back at the previous year's work and to look forward to the new year's endeavors. A summary of the evaluation findings from 1977-78 was presented and examples of the children's work from that year were displayed, including a slide-tape show created by Callahan students as an orientation for new students coming into their school. A detailed summary of the evening events appeared the next day in the Woonsocket Call (see Appendix F).

During January and February, 1979 the project director reported on project activities to the school committee, RIF books were distributed, and the project hosted a meeting for the Rhode Island State Council on the Arts. The purpose of the meeting was to describe to schools and community groups how they could apply for and receive funding for dramatic presentations.

The second semester saw the BRONCOS project heavily involved in two courses offered to parents through the Burrillville Adult Education program. A "Career Development Seminar for Parents" was funded in cooperation with the Vocational-Technical Bureau of the Rhode Island Department of Education. The purpose of the five session seminar was to assist parents in their role of fostering the career development process in their children. The series of five sessions was held separately for parents of elementary school children and parents of junior high students. The first ten session cycle was held in February-March and then repeated in April-May. An outline of the topics for each session is included in Appendix F.

The second course also included 10 sessions and was designed for all those who work with children, including teachers, parents, youth group leaders, Scout leaders, grandparents, and volunteers. The sessions involved participants in the making of instructional materials, including games, posters, and the use of laminating equipment.

In May 1979, a session entitled "Getting Your Child to Read" was conducted by the project director. Intended for parents, the meeting described techniques that parents could use in the home to enhance their child's learning experiences. Extensive handouts gave parents concrete activities to do and many suggestions for summer time fun and relaxed learning experiences.

The BRONCOS project enlivened the traditional school Open House in May by creating displays of childrens work at five of the six schools. The third BRONCOS newsletter was also available to parents during these evenings.

The final project-wide event of the year was a dinner meeting on June 6, 1979 where teachers, volunteers, consultants, school committee members, principals and the superintendent joined the project staff in looking back over the year and celebrating their many activities and successes.

Classroom Events

In addition to the school-wide and project-wide events, individual classroom teachers extended themselves to involve the parents of their students. In the kindergartens, the "Helping Hands" series of take-home handouts provided parents with specific suggestions of learning activities they could do with their children. The "Me" books created by each child were sent home to be shared with their families. Teachers also encouraged children to take books home so that parents could read to them.

A group of Pascoag Grammar School teachers invited parents to a March 1979 session describing the phonics program being used and introducing parents

to the learning centers set up in the classrooms. Parental involvement in the cultural/science fair projects at this school has been noted previously.

At the Levy School, some teachers have made a special effort to ask parents to read to their children and to explain the reading curriculum to parents. At the Northwest Catholic School, teachers sent the BRONCOS newsletters home and some teachers report an increase in parent involvement at their school. Teachers at the Callahan School noted that parents liked the "hands-on" activities suggested to them as one means of helping their children learn the skill of following directions. At the Junior High, parents were very much involved in the classroom projects involving making crafts, researching villages in Burrillville, preparing for the Mathematics Fair and the kite flying contest.

Publicity

The four newspapers that serve the Burrillville area provided extensive coverage of the BRONCOS activities throughout the year. The evaluator was provided with over 40 newspaper clippings about the project and examples of this coverage are included in Appendix F. The print media was especially used by the project to recruit volunteers and to advertise the Career Planning and Instructional Materials Workshops.

For the third consecutive year the Northwest Community Health Center has served as a distribution point of Right to Read materials. Two booklets were distributed this year, "A Primer For Parents" showing how a child learns to read and how difficult this task may be for some children, and "What to Teach Your Child," a handbook for parents of 4-6 year olds.

Parent Survey Results

To ascertain the effects of the numerous Right to Read outreach activities, a parent survey was sent to a 20% random sample of parents in February 1977, 1978 and 1979. The survey asks parents to indicate the frequency with which they engage in reading-related activities with their children. In 1979, 384 forms were delivered to parents and 153 were returned; a 40% response rate which is comparable to that of the previous years. Of the parents who returned the forms, 88% have between 1-3 children in the Burrillville schools and most frequent response (37%) is two children. The children of these parents are fairly evenly distrubed throughout grades K-8, with a marked decrease of children in grades 9-12. These characteristics of the respondents are essentially the same as those of the respondents in 1977 and 1978.

Table 9 compares the results for the 1978 and 1979 survey on eleven reading-related questions. For the first ten questions, eight of the average responses are the same and two have increased, although neither of the increases is statistically significant. In response to question 11, the number of times parents took their child to the library appears to have increased; this increase may only result from the increased number of parents who answered this question,however, rather than leaving it blank. In general, the results from this survey do not point to any substantial change on the part of parental activities related to reading.

It should be noted that the first BRONCOS project began its formal activities in February 1977. As a result, the first parent survey was administered then. Repeated administrations have also taken place in February in order to minimize any "time of the year" influence on the parent responses. The February 1979 administration of this survey preceeded many of the project's parent-involving activities. This may be one reason for the lack of significant change in the parent survey results.

TABLE 9

Pre/Post Results of Parent Survey

Activity	Pre, February 1978 (N = 149)			Post, February 1979 (N = 153)			Pre[a]		Post[a]	
	Seldom	Sometimes	Often	Seldom	Sometimes	Often	Mean	SD	Mean	SD
How often do you:										
1. ask your child what book(s) he/she is reading in school?	13%	33%	54%	15%	28%	57%	2.4	.71	2.4	.73
2. read a book to your child at home or have him/her read to you?	25%	24%	51%	21%	23%	57%	2.3	.83	2.3	.81
3. encourage your child to go to the library by him/herself?	36%	31%	37%	39%	26%	35%	2.0	.84	2.0	.86
4. read newspapers or magazines with your child?	27%	34%	40%	24%	35%	41%	2.1	.81	2.1	.79
5. help your child with reading homework?	17%	19%	64%	13%	24%	64%	2.5	.77	2.5	.71
6. bring a book or magazine home for your child to read?	15%	41%	44%	18%	38%	44%	2.3	.71	2.3	.75
7. talk with your child about something he/she has written at school?	6%	25%	69%	5%	19%	77%	2.6	.60	2.7	.54
8. suggest specific books or articles for your child to read?	18%	41%	40%	23%	37%	40%	2.2	.74	2.2	.78
9. encourage your child to write letters to friends or relatives?	43%	34%	23%	43%	36%	21%	1.8	.79	1.8	.77
10. help your child with reading activities that were suggested by his/her teachers?	16%	36%	48%	20%	24%	56%	2.3	.74	2.4	.79
Total							21.6	4.8	22.4	4.7

TABLE 9 (Continued)

Activity	Number of Times	Pre (Percent of 149)	Post (Percent of 153)
Circle the number of times you have taken your child to the library during this school year:	0 and missing	41%	29%
	1	11%	13%
	2	6%	11%
	3	7%	6%
	4	5%	7%
	5	5%	5%
	6	2%	6%
	7	1%	1%
	8	1%	1%
	9	0%	0%
	10	2%	3%
	More than 10	17%	19%
Total		98%[a]	101%[a]

[a]Sum of percents does not equal 100 due to rounding error.

Summary of General Objective B

The BRONCOS project has continued to increase the communication between the Burrillville community and its schools by recruiting and training 24 parent volunteers and by involving community members in school-related activities. It has also used the local media to publicize its activities and has offered parents the opportunity to learn ways to help their children in reading, mathematics and career planning through workshops and seminars. The Project staff has been represented at professional meetings at the local, regional, state and national level and has shared its experiences with other educators through the publication of two Project Information Packages. Results of a parent survey indicated some slight increases in reading related activities, but these increases are not statistically significant.

IV. GENERAL OBJECTIVE C

Students will exhibit an increased desire to read.

To assess this third general objective of the BRONCOS project, An Inventory of Reading Attitude (San Diego County Public Schools) was administered to students in grades one through six and the Estes Reading Attitude Scale was administered to grade seven and eight students. Pretesting with these instruments was conducted in May 1978 for most classes and posttesting was completed in May 1979. Students in grades 2, 7 and 8 were given the pretest in October of 1978. The grade two students had not been tested the previous Spring and the students in grades seven and eight had "outgrown" the level of the test they had taken as a posttest for the 1977-78 project and needed to take a higher level for this year's comparison. The scores of only those students who were available for both pre- and posttesting are included in the analysis described below.

Table 10 reports the pre/post average scores for grades one through six and Table 11 provides this information for grades seven and eight. For each grade level the average score obtained by the students has been converted to a "percent of positive responses". The most positive score possible on The Inventory of Reading Attitude is 25. The average scores of the students have been divided by 25 to produce a percent of this maximum score. (For example, an average score of 15 out of 25 would indicate that on the average students in this grade chose the most positive response 60% of the time; 15 of 25 = 60%.)

As noted in Tables 10 and 11, the average scores on these reading attitude instrument have decreased from pre to posttesting. These decreases

TABLE 10

Pre/Post Results from An Inventory of Reading Attitude
Grades One through Six

Pre (May 1978 or October 1978)					Post (May 1979)						
Grade	Number Tested	Average Score	S.D.	Percent of Positive Responses[b]	Grade	Number Tested	Average Score	S.D.	Percent of Positive Responses	df	t-value
1[a]	199	15.2	5.1	61%	2	199	15.0	5.4	60%	198	-0.57
2	172	15.3	5.1	61%	3	172	14.4	5.5	57%	171	-2.04*
3	191	14.8	5.1	59%	4	191	13.2	5.1	53%	190	-4.05*
4	192	12.9	4.9	52%	5	192	12.4	5.2	50%	191	-1.35
5	187	12.3	5.2	49%	6	187	10.8	5.4	43%	186	-4.15*
Overall Total	941	14.1	5.2	56%		941	13.2	5.5	53%	940	-5.40*

* $p<.05$

[a]These students were pretested in October, 1978.

[b]The maximum positive score for this instrument is 25. The percent reported in this column is the average score obtained by students in this grade divided by 25. (For example an average score of 15 would indicate positive response to 60% of the questions; 15 of 25 = 60%.)

TABLE 11

Pre/Post Results from Estes Reading Attitude Scale
Grades Seven and Eight

Pre (October 1978)[a]					Post (May 1979)						
Grade	Number Tested	Average Score	S.D.	Percent of Positive Responses[b]	Grade	Number Tested	Average Score	S.D.	Percent of Positive Responses	df	t-value
7	154	74.7	12.1	68%	7	154	72.2	13.8	65%	153	-2.86*
8	150	72.6	14.6	66%	8	150	71.3	13.7	64%	149	-1.41
Overall Total	304	73.7	13.4	67%		304	71.8	14.0	65%	303	-2.99*

* $p<.05$

[a] These students were tested in October 1978 with a higher level of the reading attitude scale than they had taken in May 1978. (The May 1978 testing was used as a posttest for the 1977-78 evaluation of this program.)

[b] The lowest possible score on this instrument is 20 and the most positive score is 100. The percent reported in this column is the average score obtained by pupils in this grade divided by 100 (after both the average score and maximum score have been subtracted by 20).

are statistically significant at grades two, three, five and seven. The overall total for grades one through six indicates a decrease from 56% of the most positive score to 53% at the time of the posttest. For grades seven and eight, the overall total shows a decrease from 69% to 65%.

These results are in the same direction as those reported a year ago. The decreases in the average scores are not as great as they were between the 1977 and 1978 testing, but they show the same downward trend. The persistence of this decline over three years of testing may indicate something about the reading attitude of students in general as they get older. For each of the three years of testing the older the students are the less positive are their average scores. (Note the 61% positive response for grade 1 compared to the 49% for grade six on Table 10.) Perhaps the findings are more "age-related" than "program-related". That is, perhaps students' scores on this type of instrument will decline as they get older, independent of other factors. It would be interesting to pursue this hypothesis and determine if the BRONCOS program has caused a lessening of this normal decrease over the years. Unfortunately, the data and control group design required to test this hypothesis are not available within the scope of this evaluation study, and the reason for this decline in attitude scores remains a mystery.

The mystery is compounded by the fact that the results derived from classroom teacher assessments and interview and observation data once again conflict with those from the reading attitude scales. Four of the five classroom projects that focused primarily on reading enjoyment and motivation reported improvement in this area on the part of the students. (Evaluation results were not available for the remaining project.) As noted earlier, many teachers had overlapping goals so that reading enjoyment was a secondary objective to a large proportion of the 31 classroom projects. The

comments available from these teachers indicated an increased interest in reading, as will be noted in the results for the following specific objective.

SPECIFIC OBJECTIVE #1: Independent Reading. Students will develop skill in selecting reading material appropriate to their own interests.

Students will be able to sustain interest in reading self-selected material appropriate to their age level.

The results related to this objective come from the documentation provided by teachers at the end of the year as well as from the evaluator's interviews and observations of teachers and volunteers. As noted above, the teachers whose classroom projects focused primarily on reading motivation and enjoyment saw a change in their students. More excitement about reading was evident, more books were taken home, students read to each other and suggested titles to friends. Teachers noted that a rich variety of books made available within classrooms by Right to Read funding were always in use by students. In general, they report that students do chose books of appropriate difficulty and that sustain their interest. A number of teachers required book reports and one classroom project at the Callahan School offered the students 29 novel ways in which to report on a book, including: explain what the main character would prefer for Christmas and why; draw a comic strip of your favorite book; deliver a sales talk for your book; or write an obituary for one character.

The "Book Week" celebrations and Book Fairs at the Levy and Pascoag schools and the Mathematics Read-A-Thon were school-wide efforts to get children into books. Right to Read funding has continued to add to the number and variety of books and magazines available to children. "Weekly Readers", encyclopedias, filmstrips and records have brought a great deal of high interest reading material within the reach of Burrillville students.

Professional books for teachers have also been provided, and the ideas generated by the ones on the use of learning centers have been carried out in several schools.

Children are provided opportunities to select and read books on an almost daily basis within the Burrillville schools. Some classrooms have specific periods of time set aside each day, others have it several times a week. Teachers or volunteers generally read to students for an allotted time. The very youngest children are read to every day; as they get older the time varies from three times to once a week. In many classrooms the children read to each other.

The independent activities set up at the learning centers within many classrooms encourage children to read for a variety of purposes. They needed to read to follow the directions to a game, or to write a story, or to participate in a group activity. The research projects demonstrated at the cultural fair and math fair and the preliminary work done to write a book about animals, or to construct a kite, or to write a myth required students to develop their library skills and to read for information.

The philosophy of the Reading Is FUNdamental program is to give a child a book of his/her own in order to spark a love of reading. The BRONCOS project has distributed three free books to children in grades K-2 for three consecutive years, and in this way has added to the reading enjoyment of these children and their families.

Summary of General Objective C

Once again, there are mixed results regarding the objective of "an increased desire to read" on the part of Burrillville students. The pre/post comparisons with the reading attitude scales show a decrease for each of the seven grades tested; four of these decreases are statistically significant. The information from classroom teachers, however, states that

students have improved their desire to read, as demonstrated by their increased use of books and their sustained interest in these books. Right to Read funding has continued to provide a rich variety of books and instructional materials and the RIF project has distributed three free books to the youngest of the Burrillville students.

V. GENERAL OBJECTIVE D

Students will show an improved self-concept.

This fourth general objective was assessed with the Self-Appraisal Inventory (I.O.X.). The general subscale of this instrument was used to determine the child's overall self-image. Three levels of the instrument are available for use with different age children. The Primary Level is suitable for grades one through three, the Intermediate Level for grades four through six, and the Secondary Level for grades seven and eight. The posttest given in May 1978 was intended to serve as the pretest for the 1978-79 program. In order to accomodate those students who had "outgrown" their test level, it was necessary to readminister a higher level of the Self-Appraisal Inventory to four grades in October 1978.

One of the directions for administering the Self-Appraisal Inventory is that the child not put his/her name on the form. The publishers believed that this anonymity was essential to the validity of the responses. As a result of this condition, however, it was not possible to separate out only those children who had taken both the pre and the post-assessments with this instrument. The pre/post analysis therefore includes all children who were participating at the time of the pretest and all those who were participating at the time of the posttest. The differences in the number tested pre and post are relatively slight, however,as can be seen in Tables 12, 13 and 14. The results for the Primary Level are presented in Table 12. The number tested, average score and standard deviation are reported for each of grades one and two and an overall total is given for the Primary Level. (Note that the grade level designation is that of the 1977-78 school year.)

The comparison of average scores from 1978-1979 on the Primary Level yields mixed results. The scores decreased for Grade 1 students, and this decrease was statistically significant. The scores for Grade 2 students increased slightly; an increase which is not statistically significant and therefore could be just a chance occurance. When the results from these two grades are combined into total for the Primary Level, the average scores show a slight decline; one that is not statistically significant.

Another way of reading those results is to translate the average score into a percentage of the maximum possible score on this instrument. When the overall average scores on the Primary Level are divided by 20, the maximum score, the pretest figure is 66% of the most positive score and the posttest figure is 65%.

The students in the next three grades took the Intermediate Level of the Self-Appraisal Inventory. These results are reported in Table 13. The average scores for each of these grades showed a slight improvement. None of these increases is statistically significant, however. The conversion of the average score to a percent of the maximum score yields an overall change from 75% of the most positive score on the pretest to 76% on the posttest.

The results for the upper grade students, presented in Table 14, also show an increase from pre-to posttesting. The increase for Grade 6 is slight, but that for Grade 7 is larger and is statistically significant. The overall Secondary Level score which combines the results from these two grades also shows a statistically significant increase from pre to posttesting. In percentage terms, the sixth and seventh grades increased from 60% to 63% of the maximum positive score.

TABLE 12

Pre/Post Results from Self-Appraisal Inventory, Primary Level
Grades One and Two

Pre (May 1978 or October 1978)					Post (May 1979)						
Grade	Number Tested	Average Score	S.D.	Percent of Positive Responses[b]	Grade	Number Tested	Average Score	S.D.	Percent of Positive Responses	df	t-value
1[a]	219	14.0	3.0	70%	2	227	13.3	3.6	67%	444	-2.14*
2	201	12.4	3.5	62%	3	214	12.5	3.7	63%	413	0.28
Primary Level Total	420	13.2	3.3	66%		441	12.9	3.6	65%	859	-1.29

*$p < .05$

[a] This group of students was pretested in October of 1978.

[b] The maximum positive score on this instrument is 20. The percent reported in this column is the average score obtained by the students in this grade divided by 20. (For example, an average score of 15 would indicate positive responses to 75% of the questions; 15 of 20=75%)

TABLE 13

Pre/Post Results from Self-Appraisal Inventory, Intermediate Level
Grades Three, Four and Five

Pre (May 1978 or October 1978) [a]					Post (May 1979)						
Grade	Number Tested	Average Score	S.D.	Percent of Postive Responses [b]	Grade	Number Tested	Average Score	S.D.	Percent of Positive Responses	df	t-value
3[a]	212	14.0	3.6	74%	4	225	14.6	3.5	77%	435	1.57
4[a]	174	14.0	3.7	74%	5	209	14.5	3.6	76%	381	1.19
5	208	14.7	3.3	77%	6	215	14.8	3.4	78%	421	0.31
Inter-mediate Level Total	594	14.2	3.5	75%		649	14.6	3.5	77%	1241	1.76

[a] These groups of students were pretested in October 1978 with a higher level of the Self-Appraisal Inventory than they had taken in May 1978. (The May 1978 testing was used as a posttest for the 1977-78 evaluation of this program)

[b] The maximum positive score on this instrument is 19. The percent reported in this column is the average score obtained by the students in this grade divided by 19.

TABLE 14

Pre/Post Results from Self-Appraisal Inventory, Secondary Level
Grades Six and Seven

Pre (October 1978)[a]					Post (May 1979)						
Grade	Number Tested	Average Score	S.D.	Percent of Positive Responses[b]	Grade	Number Tested	Average Score	S.D.	Percent of Positive Responses	df	t-value
6	194	44.6	5.6	60%	7	189	45.8	6.5	62%	381	1.90
7	231	45.0	6.1	60%	8	221	46.4	6.4	63%	450	2.46*
Secondary Level Total	425	44.8	5.9	60%		410	46.1	6.4	63%	833	3.10*

*$p < .05$

[a]These students were pretested in October 1978 with a higher level of the Self-Appraisal Inventory than they had taken in May 1978. (The May 1978 testing was used as a posttest for the 1977-78 evaluation of this program).

[b]The lowest possible score for this instrument is 16 and the most positive score is 64. The percent reported in this column is the average score obtained by students in this grade divided by 64 (after both the average score and the maximum score have been subtracted by 16).

In summary, the pre/post results from the Self-Appraisal Inventory indicated a decrease for grade one, slight increases for grades two through six, and a substantial increase for grade seven. Only the decrease in the first grade scores and the increase in the seventh grade scores were statistically significant. Although the other changes were in the positive direction, they are so small that it could be concluded that they are due to chance factors.

SPECIFIC OBJECTIVE: Student Image. Students will view themselves as potentially competent learners, especially as this relates to their reading achievement.

The importance of a positive self-image was a recurrent theme throughout the BRONCOS project. It was the primary focus of several classroom projects,and it was the concern of all the teachers and volunteers who encouraged the children to try new skills and express their personal ideas. The Dialogue, Decision, Action, Evaluation (DDAE) model has as its motto: "We are all teachers-all learners". This idea is represented as teachers learn from each other, but it also comes alive as students teach each other and as teachers learn from listening to their students. The worth given to each person's ideas was evident in many ways throughout the 1978-79 BRONCOS year. The following results are summarized from the documentation provided by teachers and the evaluator's interviews and observations.

In the kindergarten classrooms the use of praise was abundant. Each child had a chance to contribute to group language experience stories and each idea was included. Photographs were taken of the children demonstrating different feelings, another way of acknowledging the total child. The "Me" books enhanced each childs self-awareness. Children were encouraged to try new things and made to feel that it was allright to make mistakes.

This use of praise and establishment of a warm atmosphere where mistakes were accepted was also evident in the older grades. Children were often seen helping each other, which enhances each child's self-concept according to their teachers. The learning centers stressed independence and students became very proud of their ability to take on and complete a task by themselves.

As the Cultural Fair, all children received some kind of award. This recognition of each child's worth will long be remembered by the participants. As children progressed in their consumer awareness project they became confident of their ability to recognize how advertising worked and learned they could avoid being fooled by ads. They were also proud of their own advertising campaigns.

Two projects at the Junior High School specifically focused on students self-awareness. A variety of value clarification and personal identification activities were used to help students know, understand and express themselves. Some of the poetry and art projects that resulted from these activities were very moving and enlightening to the adults who reviewed them. The project that required students of different abilities to work in groups to accomplish their goals not only introduced the students to the value of their own work but to that of a peer who may have remained an indifferent, if not hostile, stranger.

The creation of a tangible expression of ideas, whether through a book about animals, a map of one's community, a craft project, a mathematics display, a photographic exhibit, a dramatic performance, a daily diary of one's thoughts, or a class newspaper, enhances each person's opinion of him/herself. In this way the language experience approach capitilizes on the child's self-image and ties it to successful experiences with reading. The BRONCOS project has furnished the resources, in terms of both ideas and

materials, for the Burrillville Schools to bulge with displays of children's accomplishments and each time the children see their accomplishments, it enhances their motivation to try the next task.

Summary of General Objective D

To summarize the results related to an improvement in self-concept, the pre/post assessments with the Self-Appraisal Inventory indicate an increase for grades two through seven; although only the grade seven increase is statistically significant. The grade one scores show a significant decrease from pre to post testing. The results from teacher and volunteer feedback indicate that children's self-concepts have improved as demonstrated by their willingness to involve themselves in a variety of creative, independent, and successful activities.

VI. SUMMARY AND CONCLUSION

The 1978-79 school year has been a successful one for the 62 professional staff, 24 volunteers and approximately 2,000 K-8 students involved in the BRONCOS Reading Improvement Project. Evidence from standardized achievement test and classroom pre/post assessments indicate that students have increased their communication skills. Of nine pre/post comparisons using the vocabulary and comprehension subtests of the Stanford Diagnostic Reading Test (SDRT), six showed positive changes in relation to national norms. (See Tables 2 and 3.) In addition, a three year review of percentile scores indicates that the Burrillville students are scoring higher than their counterparts in the same grade the year before (See Table 4). Moreover, the 1979 scores indicate that overall students in grades two through six are scoring at or above the national average on the comprehension subtest of the SDRT.

A total of 31 classroom Right to Read projects were carried out this year. Evaluation findings from pre/post assessments were submitted for 29 of these projects. Twenty-eight or 96% demonstrated positive results. The design, implementation and evaluation of these classroom projects enhanced the skills of the teachers and other professional staff members involved. A total of 86% of the participating teachers worked in groups to cooperatively carry out their classroom projects and thereby discovered that their co-workers were valuable resources. Teachers have also been supported in their attendance at professional meetings at the local, regional, state and national level. A majority of participating teachers have indicated that their ongoing teaching methods have been influenced by their involvement in the BRONCOS project.

The experiences of Burrillville students have been broadened through the dramatic performances of three theatre companies and field trips taken to 18 different places. In addition, a number of school and project-wide events have involved students, parents and teachers in cooperative ventures. The BRONCOS project has reached out to the community with skill-building workshops and the invitation to participate in special events as well as to provide regular assistance as a highly trained volunteer. The results of a parent survey indicate some slight increases in parental reading-related activities, although these increases were not statistically significant.

To share its successes with other teachers, the BRONCOS project has published two booklets about using the language experience approach to reading. The Rhode Island Department of Education is actively involved in the dissemination of these booklets.

With regard to an improved attitude toward reading on the part of students, the findings are mixed. Results from the formal pre/post instrument indicate a decline for the seven grades assessed; four of these seven declines were statistically significant. On the other hand, documentation and feedback provided by teachers and volunteers as well as the evaluator's observations indicate an increase in student attitude toward reading as evidenced by the reading-related behavior of the children in the classrooms.

Right to Read funding has continued to provide highly motivating books and instructional materials and the efforts of volunteers who raised money and distributed books through the RIF program were appreciated by the reciepants in grades K, one and two.

Finally, the self-concept of Burrillville students has improved due to many efforts on the part of teachers and volunteers to praise students efforts

and to provide them with motivating and personalized activities. The pre/post results from the Self Appraisal Inventory indicate an increase for six of the seven grades assessed, although only one of these increases is statistically significant.

In conclusion, the evidence from a variety of sources indicates that the BRONCOS Reading Improvement Project has positively affected the student teachers, parents and community members who have participated in it. The many and diverse accomplishments summarized in this report attest to the skill and dedication of the project participants in Burrillville.

APPENDIX A

Evaluator's Observation and Interview Forms

RIGHT TO READ
Observation Form

Teacher/Volunteer _____ Date _____

School _____ Observer _____

Note evidence of:

1) student work (written, tape recorded, artistic) related to

   a. language experience stories

   b. word banks

   c. language experience activities

2) use of Directed Reading Thinking Activities

3) activities to promote listening skills

4) other activities which promote comprehension

5) use of praise and other strategies to promote self-concept of the students

6) use of Right to Read-acquired books/materials (scheduled time, location, etc.)

7) written or artistic reactions to trips/performances/presentations

8) "spinoff" of Right to Read-related activities to other students

Time	Number of Children	Activities, Materials Used, Locations

RIGHT TO READ

Teacher Interview

Teacher _____

Date _____ Interviewer _____

School _____ Grade _____

1. a. Are you working alone or in a group on Right to Read activities?

_____

b. If in a group, with whom: _____

2. a. Briefly describe your Right to Read activities. _____

_____

b. When did these activities begin? _____

c. Was there an informal pretest measure used? _____

May I see it? _____

3. a. How may students are involved in your Right to Read activities? _____

b. What are their grades/subjects? _____

_____

4. Please describe any activities you are using related to:

a. Language Experience approach _____

_____

_____

b. Directed Reading/Thinking activities _____

_____

_____

c. Other Comprehension strategies _____

_____

_____

d. Listening activities _____

_____

_____

5. As a result of Right to Read activities, has there been improvement in students'

a. comprehension? _____

b. listening skills? _____

- - - - - - -

c. classroom performance? _____

d. test performance? _____

e. self-concept? _____

6. (K-3 teachers only) Are you using information from any of the following:

a. Kindergarten screening? _____

b. "informal assessment"? _____

c. Observation checklist? _____

d. Reading Readiness? _____

7. a. Did you participate in last year's program? _____

b. If so, have activities from last year's program been incorporated into your teaching this year?

_____

_____

8. a. Are there Right to Read books available for your students? _____

b. If so, approximately how many are there? _____

c. How many (if any) were acquired prior to this year? _____ When? _____

d. Approximately how many students use them? _____

e. Where are they located? _____

f. What kinds of books are there? _____

_____

g. Is there an adequate variety to satisfy student needs and interests? _____

h. When do students have time to select books? _____

i. When do students have time to read books? (Is there U.S.S.R. time?)

_____

j. Do you observe students selecting books in which they are interested, and which are of appropriate difficulty?

_____

f. Do the books sustain their interest? (Do they finish a book?)

_____

9. a. What other Right to Read materials are available to students? _____

_____

b. How are these used? _____

_____

c. Do you use materials that were obtained prior to this year? _____

d. When did your Right to Read books and/or materials arrive? _____

e. Are you satisfied with the books and materials obtained through the Right to Read program?

_____

10. a. Do you read to your students? _____

b. If so, how often? _____

11. a. Have you noticed any change in parent involvement since the Right to Read program began?

_____

b. Have you used any particular strategies in relation to Right to Read activities to increase home-school interaction?

_____

_____

_____

12. a. Do you have a volunteer? _____

b. If so, when does he/she come? _____

c. What duties does he/she perform? _____

_____

d. Do you work with the volunteer in planning the classroom activities?

_____

e. Has having a volunteer worked out well for you? _____

f. Have you attended any sessions involving working with volunteers in the classroom?

_____

g. If so, have they been helpful? _____

13. a. Did you receive consultant services? _____

b. If so, how helpful were these services? _____

_____

c. If not, did you feel comfortable:

1) identifying student needs? _____

2) planning your program? _____

3) operating your program? _____

4) evaluating your students? _____

14. a. How much interaction have you had with other teachers involved in the Right to Read program?

_____

b. Are you satisfied with the sharing of ideas and skills among the teachers?

_____

15. a. Did you attend the International Reading Association (IRA) functions this year?

_____

b. If so, were they helpful? _____

16. a. Have your students taken any trips as a result of Right to Read funding? Please specify.

_____

b. Have your students seen any dramatic performances? Please specify. _____

_____

c. If so, what were students' reactions to these trips and/or performances?

_____

_____

d. What related classroom activities took place before and after:

1) the trips? _____

_____

2) the dramatic performances? _____

_____

e. Were the trips and/or performances integrated with other curriculum areas?

_____

_____

_____

f. If no trips or dramatic performances have taken place, are there any planned?

_____

_____

17. a. Have there been any presentations or visitors to your class? _____

_____

b. If so, were any of these from Burrillville? _____

_____

c. What were the students' reactions? _____

_____

_____

18. May I see examples of students' work, word banks, language experience stories, reactions to trips?

_____

RIGHT TO READ

Volunteer Interview

Volunteer_____ Teacher_____

Date_____ Interviewer_____

School_____ Grade_____

1. How often do you assist in the classroom? _____

2. What activities do you perform? _____

_____

3. Does the teacher assist you in planning and coordinating your activities? _____

4. Are you using:

   a. Directed Reading/Thinking Activities?_____

   b. Listening Activities? _____

   c. Language Experience Activities? _____

5. Do you read to students? _____

   If so, how often? _____

6. Have you noticed an improvement in students' self-concept as a result of Right to Read activities? _____

7. a. Did you attend the volunteer training program sponsored by Right to Read? _____

   b. If so, how many sessions did you attend? _____

   c. Have you found them helpful in your classroom activities?

   _____ In what way? _____

   _____

8. Do you have the opportunity to provide feedback to the teacher about your activities?

   _____

9. Are you satisfied with your involvement in the classroom? _____

   _____

APPENDIX B

Achievement Data Summary Table

NAME OF GRANTEE Burrillville School Department

PREPARED BY Evaluation & Research Rhode Island College, with the assistance of Dorothy Cardon and Nancy Egan, BRONCOS Project Staff.

GRANT NUMBER G007801406

(DATE)
September 5, 1979

ACHIEVEMENT DATA SUMMARY

"Achievement" expectation is one month gain for each month of instruction for norm referenced tests or 80% of the items on criterion referenced tests.

GRADES	TOTAL NUMBER SERVED *	NUMBER TESTED **	NUMBER AT OR ABOVE "ACHIEVEMENT"	INSTRUMENT (TESTING)
1	237	No 1978 testing as Kindergarteners		
2	213	No 1978 testing as First graders		
3	215	185	170	Stanford Diagnostic Reading Test, 1976 Edition, Comprehension and Vocabulary Subtests.
4	211	196	193	"
5	206	197	158	"
6	224	191	171	"
7	233	151	71	***Stanford Diagnostic Reading Test, 1966 Edition, Comprehension Subtest.
8	234	178	90	"
TOTAL:	1,773	1,098	853	

* in the 1978-79 School Year.
** Number tested in both May 1978 (pretest) and May 1979 (post-test)
*** The 1966 edition of the Stanford Diagnostic Reading Test does not provide grade equivalent scores for the vocabulary subtest.

APPENDIX C

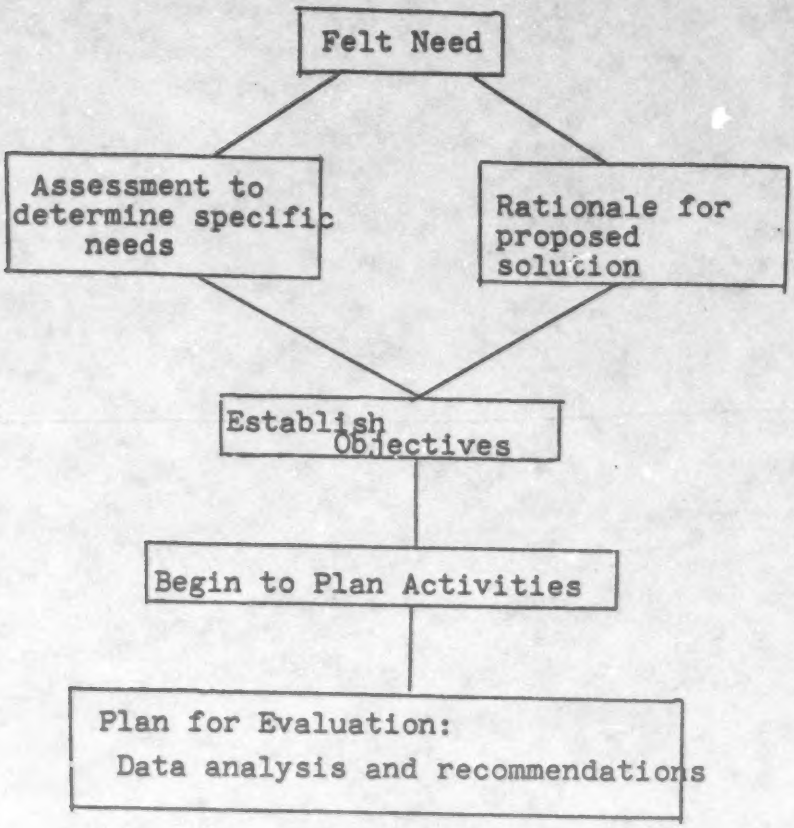
Overview and Outline

for

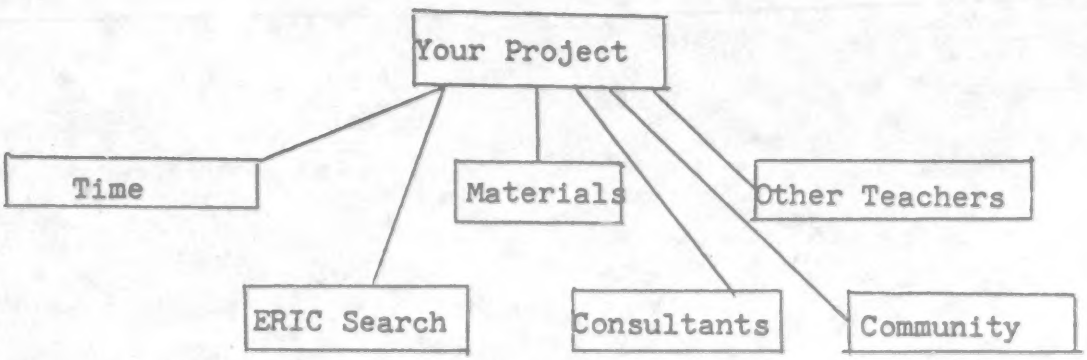
Plan of Action

OVERVIEW OF A PLAN OF ACTION

1. Project Plan



II. Supporting Resources Desired:



Budget Statement: Estimate your needs - materials, consultant time, released time to visit other teachers, etc.

TIME LINE

Task Force Meeting -- October 5

Training Sessions --

Preparation of Plan of Action

POA submitted and reviewed/feedback to teachers

Implementation

Evaluation

Suggested Review Board

Two consultants

Mrs. Liptak or her designate

Two Teachers selected by Faculties

One representing primary grades

One representing middle/junior high

One principal or administrative designate

BASIC CRITERIA FOR REVIEW OF POA

I. Scope (consistent with broad range language arts orientation of R2R proposal)

II. Promise of Effectiveness

A. Theoretical soundness
B. Practicality

III. Human Resourcefulness

A. Teaming

B. Community resources

1) Volunteers

2) Others

C. Consultants

IV. Evaluation

(Plan for establishing needs and assessing results.)

Tentative Outline for the Application Form

Plan of Action

1. Name
2. School
3. Grade 1 Subjects Taught
4. Title of Plan of Action
5. Identify students who are participating

Name	Grade	Subject

6. State general need
7. Explain how you plan to document this need (Pre-Assessment)
8. In general, how do you hope to meet this need? Describe your overall strategy.
9. Provide a rationale for your plan.
10. List specific objectives for meeting the need.
11. Describe instructional activities which may be employed to meet need. (These may be somewhat tentative at this point.)
12. Describe evaluation plan
13. List resources required
    (1) Money for materials and supplies
    (2) Money for field trips
    (3) Time
    (4) Consultant Assistance (Nature of assistance and time)
    (5) Community Resources

APPENDIX D

Three BRONCOS Newsletters

The "You Can Do It, Burrillville" Newsletter

Vol. 2, No. 1 January, 1979

Burrillville Right to Read

Sixty-eight Burrillville teachers and other staff members are developing new instructional skills as well as learning how to assess the effectiveness of their teaching methods. They are also learning to use each other as resources by sharing their ideas and expertise with each other.

The BRONCOS Reading Improvement Program funded for the third consecutive year by the United States Office of Education Right to Read Office follows the DDAE process. Decision, Dialogue, Action, and Evaluation sees participants including members of the community as all teachers and all learners in a combined effort to improve students' reading abilities from kindergarten through eighth grade.

POA Is Underway

Plans of Action (POA) designed by individuals and teams of teachers to meet the specific needs of students have begun to be carried out in many Right to Read classrooms. Others are awaiting supply orders to be filled or for the appropriate time in the curriculum.

During the 1978-79 school year, Right to Read activities will include:

At Sweeney School

Improving Self-Concept Through Language Experience (kindergarten)

Barbara Cook and Marilyn Johnson are working to make each child aware of him/herself as a person and a member of the community as well as seeing that others share his/her feelings and emotions.

At Pascoag School

"Readiness Plus" (kindergarten)

K. Louise Ducharme and Crystal Hall are using a highly enjoyable and interesting language-oriented approach to develop pre-reading skills. They plan to build students confidence by providing activities in which the students will experience immediate success while developing a good phonic background.

Improving Listening Skills, Following Directions, and Selecting the Main Ide (grade 3)

During 1977-78 a significant improvement was noted in student's listening skills and ability to follow directions and to select main idea through the use of cassette tape lesso Charlotte Lagace, Bunny Prendergast, and Sharon Larabee will continue and expand this high interest and novel approach to skill development.

Using the Newspaper as a Tool Towards Developing Reading and Content Areas (grade 3)

Mary Ellen Tilton will be using the newspaper as an exciting and motivating tool to develop reading and language arts skills while developing an awareness of their community among her students.

Food For Thought: A Cooking Approach to Reading (grade 3)

Linda Coutu and Mike Karmozyn hav set up a series of cooking lessons which require the children to read recipes, follow directions, and use sequencing skills to prepare different recipes. The teachers selected this high interest project to provide a bridge between home and school as well as relating reading to a manipulative area.

The Newspaper - A Tool For Improving Understanding and Communication (grades 4 & 5)

Carol DeBlois and Mari Ana McVey are using the newspaper as a useful tool for learning so their students will view the newspaper as a source of information and communication in their daily lives.

Improving Comprehension Skills (grade 5)

Nancy Hurley is increasing students' incentive and motivation to read by stressing comprehension activities and book sharing.

Problems, Interests and Skills in Calendar Work (grade 6)

Dennis Ballou, Sheila Lees, and Celeste Ragno are developing skills in the area of calendar work covering concepts in time measurement: days, weeks, months, years, holidays, full moons, and tides.

Improving Skills in Listening and Following Directions, Both Verbal and Written (grade 6)

Betty Durfee will be using taped lessons encouraging her students to better tend to the task as well as fun and game oriented activities to improve the ability to follow directions.

Taking a Trip (grade 6)

Kathan Mospaw will be helping her students achieve improvement in the areas of research, reporting, oral communication, and creative writing by activities such as planning a vacation, keeping a diary of a class trip, completing opinionaires and questionnaires.

"Get Kids Involved in Books" (grade 6)

Florence Battle, Edward Short, and Lawrence Wheater have designed a project to improve students interest and involvement in books which will motivate their students to better utilize the library and increase their amount of reading.

At B.J.S.H.S.

Improving the Abilities of Students to Comprehend, Retain, and Synthesize Social Studies Materials (grade 7)

Melinda Ryan will use large and small group work and outside reading and writing assignments to work on reading and study skills such as SQ3R, note taking, outlining, summarizing, and vocabulary skills.

Adapting English Content Materials to the Instructional Level of the Student (grade 7 & 8)

Melinda Ryan, John Lacouture, and William Pichie will be applying innovative materials to improve their students basic reading and writing skills.

P + J + C = S (Paul + Joe + Chris = Success) (grades 7 & 8)

Paul Simpson, Robert Dudley, and Chris Szymanski are developing reading skills to foster success in math. Students will be encouraged to see the relevancy of math in daily life. Strategies will include math vocabulary, problem solving techniques, guided reading, and dramatic assignments.

Communication, Learning-Listening, Enrichment, Better Understanding (CLEB) (grade 8)

Maureen Cotoia, John Lacouture, Elizabeth Eldredge, and Dorothy Brown are attempting to improve social as well as learning and academic related skills by having students work closely in groups. Individual and small group instruction and positive reinforcement is being emphasized.

Basic Skills (grades 7 & 8)

Melanie Marois will be working with Dr. Marilyn Eanet to develop strategies and techniques to improve students reading and spelling.

Self Development and Self Awareness (grades 7 & 8)

Norman LeBlanc, Kay Liptak, and Sandy MacDonald are working with their students to develop positive attitudes about themselves in order for them to accept personal responsibility for learning.

Our Egyptian Ancestors (grade 8)

Leo Lafond, James Proctor, William Mandigo, and James Steve used participation theater to have their pupils gain a more complete understanding of the attitudes, culture, living conditions, and way of life our our Egyptian ancestors.

Across Schools

Career Planning

Dick Aubin, Dick Colburn, Augusta LaPorte, and Kay Liptak worked cooperatively on two proposals which have been submitted to the Vocational - Technical Division of the R.I. State Department of Education. If funded, staff will be trained to educate parents in assisting their children to make wise choices in choosing careers.

Art & Reading

Lee Menard and Mike Clifford are investigating the possibility of inviting an artist in residence with the assistance of the R.I. State Council of the Arts and the support of Right to Read. Plans for this experience have not yet been formalized.

Right to Read Volunteers

During October, Dorothy Cardon conducted training sessions for new volunteers. Those participating included: Dennis Richards, Doris Allard, Edda Bonin, Janice Mullen, Pauline Prew, Suzanne Tetreault, Pat Pepler, Olive Deroy, Carolyn Daubmann, and Karen Marshall.

The following have given a combin total of over 400 hours so far this ye to the volunteer effort.

Sweeney School -	Lynn Giglio
Levy School -	Doris Allard Edda Bonin Carol Brissette Jackie Costello Olive Deroy Janice Mullen Paulette Marini Gloria Polacek Carol Romprey Irene Surprenant Jeannine Savignac Sue Tetreault
Pascoag Grammar -	Carol Daubmann Shirley Ducharme Evelyn Green Karen Marshall
Callahan School -	Camille Allen Dennis Richards
B.J.S.H.S. -	Pauline Prew Lydia Zanetti

A make and take instructional gam workshop and a mini workshop for new volunteers are planned for February. Anyone interested, please contact Dorothy Cardon at 568-6266.

Reading is FUNdamental

With the support of the Pascoag Ladies' Library Association, Xerox Publications, and B.J.H.S. fund raiser Burrillville RIF has reached its goal for 1978-79. The first distribution for grades K-2 is planned for the last week in January. Dorothy Cardon, Letitia Burnley, Jeanne Egan, and Helene Stevens would welcome assistanc

The "You Can Do It, Burrillville" Newsletter

Vol. 2, No. 2 March, 1979

SPOTLIGHT ON THE COMMUNITY

Career Development Partnership Program

Burrillville Right to Read is working cooperatively with the Bureau of Vocational and Technical Assistance, Rhode Island Department of Education, and Burrillville Adult Education to offer parents a program involving career development of students. The program recognizes that parents play the most important role in the child's development and the strong relationship between family climate and vocational choice. During Cycle I, a small group of parents is meeting Tuesday evenings with Augusta LaPorte and Kay Liptak. The program gives the parents the opportunity to discuss next year's course selection. Over twenty-five parents of students in K-5th grade are participating in the Wednesday evening sessions with Dick Aubin and Mike Karmozyn. A second cycle of the program will be offered April 3rd through May 9th. For further information, please call 401-568-3024.

Production and Development of Instructional Materials

Right to Read has made available machines for laminating and dry mounting at Pascoag Grammar, Callahan, and the Jr.-Sr. High School. These machines may be used by all teachers, aides, and volunteers in both the public and private schools. On Wednesday evenings, from 7-9 p.m. Lee Menard is offering a course designed to improve techniques in lettering, dry mounting, laminating and layouts. Anyone is welcome to attend as many sessions as they wish.

Volunteer Effectiveness Training for Teachers

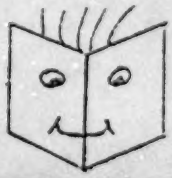
Through the cooperative efforts of teachers and members of the community, education in Burrillville has become a shared responsibility. To enable the school staff to relate effectively to community people who volunteer in the schools, a project has been developed by the Rhode Island Department of Education, National Education Association of Rhode Island, and Volunteers in Rhode Island Schools, Inc., under a grant from the Charles Stewart Mott Foundation, a privat organization that awards grants for programs fostering community self-improvemen through education, citizen involvement and community leadershp and development process. Two 3 hour sessions will be hel on March 19 and 26. Four representatives from each public school will participate. There is an option of six supplemental hours offered by Rhode Island College, Department of Philosophy and Foundations of Education, for those desiring one credit.

Sounds of Reading

A phonics workshop will be held on Tuesday, April 3, 1979 from 9-11 a.m. in the Art Room at Pascoag Grammar School. Bunny Prendergast and Nancy Hodys will discuss tips useful to volunteers and parents in assisting children in analyzin unfamiliar words through the use of lette sound relationships.

RIF Distribution

During our February RIF distribution, a book mark contest was held for grades 1 and 2. A winner was selected from each class and received an extra book at the distribution. An activity designed to motivate reading is planned for the kindergarten during this year's second distribution. This distribution for K-2 has been tentatively scheduled for the week of April 9th.



A GLIMPSE AT THE PROJECTS

Visitations

Amy Davidson and Nancy Zajano from the Center for Evaluation and Research will be following the following schedule for visits:

March 26 - Jr.-Sr. High School
March 27 - Northwest Catholic
March 28 - Callahan School
March 29 - Levy School
March 30 - Pascoag & Sweeney

CERRIC has designated the first week in May for the post-testing of the Reading Improvement Program.

Dr. Oehlkers will be visiting the week of March 19th and Dr. Eanet will be coming in early April.

Sharing Fair

Right to Read is planning to sponsor a Sharing Fair in conjunction with the May Open House. The BRONCOS participants will be requested to display samples of children's work, materials received or produced, and pictures or snapshots taken so other teachers and parents may share their experiences.

Learning Centers

BRONCOS participants who are willing to display original creations at the meeting of the Northern Rhode Island IRA on March 29, please contact the Project Director.

Six teachers from Levy School and three teachers from the Northwest Catholic School will be attending a make and take workshop in Providence on April 28.

Project Information Package (PIP)

Barbara Cook and Marilyn Johnson with Dr. Oehlker's support are preparing a booklet devoted to reading readiness activities and language experience. A similar booklet incorporating art and reading is being prepared by Donna Jean Gosselin, Ellen McManus and Karen Proulx with the assistance of Dr. Eanet. These booklets are being designed and published to enable other teachers to share the experiences of the BRONCOS Reading Improvement Program.

Math Read-a-Thon

Mrs. Book-a-roo (Chris Szymanski) has joined Captain Grello in an all out effort to encourage reading. Right to Read has supplied a series of books designed to encourage the reader to explore, to understand, and to enjoy mathematics. Students participating will be eligible for prizes and awards.

Food For Thought

Children in the third grade classes of Mike Karmozyn and Linda Coutu are learning reading skills through a series of cooking lessons. In a "Right to Read" sponsored program entitled "Food for Thought" or "A Cooking Approach to Reading" the sixty-six children are developing comprehension, sequencing, and following directions skills with delicious results. The projects thus far have included "Friendly Dog Salads", "Mexicali Soup", "Energy Pick-Me Ups", and "Fried Fortune Cookies." Coming soon will be a spaghetti dinner the children will cook for themselves and a May breakfast at which the children's mothers will be guests.

SPECIAL TREATS

Looking Glass Theatre visited Levy School on March 15 and will be coming to Callahan School on April 5 and to the Jr.-Sr. High School on May 25. Peanut Butter Readers will be at Pascoag Grammar on May 21 and at the Callahan School on May 22. The Callahan performance includes an after school workshop for teachers, aides, and volunteers.

The "You Can Do It, Burrillville"
Newsletter

Vol. 2, No. 3 May, 1979

Burrillville Reading Observes Necessary Communication Objectives and Skills (BRONCOS IV)

Ms. Hilda Moreno, U.S.O.E. Right to Read Project Officer, has informed Mr. Kenneth Wissinger, Coordinator of State & Federal Programs, that the BRONCOS Reading Improvement Program will receive the additional funds requested to continue the program during the 1979-80 school year. The program will continue to enhance reading by developing language abilities and promoting positive self-concept through coordinated school and community efforts. The focus will continue to be upon a greater use of local talent in implementing the Dialogue, Decision, Action, Evaluation (DDAE) model of change in grades K-8 upon which the program is based.

Many of the 1979-80 BRONCOS activities will be a continuation of efforts begun during the previous project years. DDAE encourages teachers to share their ideas and expertise among themselves in order to improve the reading performance of their students. BRONCOS is developing the procedures for ongoing sharing among Burrillville teachers in the belief that the solution to the existing needs of their students can be found within their midst. Reading consultant assistance will be available to assist teachers with their Right to Read classroom activities.

Staff Development, Fall 1979

A new component has been added to our Right to Read program for the fall. "Learning Centers, An Approach to Individualized Learning" will be offered as a three graduate credit course from Rhode Island College. Dr. Audrey Crandall, Associate Professor of Education and Chairperson, Early Childhood Committee, will conduct the training. The course is designed for teachers in early childhood, elementary, or special education classrooms who wish to provide more individualized learning for children with wide divergencies in skills, interest, and learning styles. As a result of this course, teachers should be able to organize physical space for the use of learning centers, assess children's levels of skills and interests, and design and create one or more learning centers for use in classrooms. The course will be given on Tuesdays from 3:15 to 5:45 p.m. beginning on September 11, 1979 and will continue for 15 sessions.

Evaluating BRONCOS III

During the first week in May, teachers in grades 2-8 carried out extensive testing for the Reading Improvement Program. A self-appraisal inventory, a reading attitude inventory, and the comprehension and vocabulary subtests of the Stanford Diagnostic Reading Test were administered. The results of this testing will be compiled and analyzed by the Center For Evaluation and Research, Rhode Island College. The data will serve both as the post-test for the 1978-79 and the pre-test for the 1979-80 programs.

During Parent Conference on May 14, a Right to Read Sharing Fair is being held in all schools. Samples of children's work and materials purchased through the program are to be displayed.

Criterion referenced test data is currently being compiled by BRONCOS participants to determine the effectiveness of this year's individual projects. Teachers have been requested to turn in their completed Plan of Action, including the final evaluation, on or before June 1st to the reading task force member in their building.

Why Evaluate? An Editorial

There is a saying, "If we don't know where we are going, how will we know when we get there?" The information from a carefully planned evaluation can tell us when we have arrived at our destination.

As many of the teachers in Burrillville know, evaluation information can be gathered in a variety of ways; testing is only one of these ways. For example, the results of systematically observing whether or not students are "on task" can tell us whether we have succeeded in making children more independent as learners. Reviewing a series of creative stories written over a period of time can tell us if a child has progressed in her written communication skills. Watching a group of students demonstrate a product they have made can tell us much about their performance in all communication.

By using a variety of evaluation techniques within their classrooms, teachers can discover exactly what their students need to learn and which teaching methods and materials will be most effective. This knowledge can enhance the teachers' own skills.

Evaluation is also used to examine the progress of a total program. The observations, interviews, questionnaires, and review of records carried out in the BRONCOS program evaluation are important means of gathering information about the program's success. The testing of students' attitude towards reading, self concepts, and reading achievement is one of many ways used to determine the overall success of the Right to Read program. All of these techniques help us to know whether we indeed "got" where we intended to go.

Special Treats

With the support of the New England Foundation for the Arts, the Rhode Island State Council on the Arts, and the National Endowment for the Arts, Burrillville Right to Read is bringing two more special dramatic presentations to our children. On May 21st at Pascoag Grammar and on May 22nd at Callahan, the Peanut Butter Readers will make literature come alive through the use of voice, mime, creative movement, and other dramatic imagery. On Tuesday, at 3:15 p.m., a workshop, open to teachers and interested members of the community, will be held at Callahan. The workshop is designed to explore the essentials of Oral Interpretation and Reader's Theater: vocalization, script adaptation, staging, and imagery communication.

Looking Glass Theatre will complete this year's visits on Friday, May 25th at the Burrillville Junior-Senior High School. Seventh and eighth graders will participate in an original play, White Wampum. The play is designed to further the student's understanding of the Native Americans and their way of life.

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READING IS FUNDAMENTAL (RIF)

Our third distribution for grades K-2 will be held during the week of June 4th. Raggedy Ann has been "booked" for a special appearance at the kindergartens. RIF is looking for volunteers to help with the distributions. Contributions are also being sought so we may continue the program next year. Please call us at 568-3024.

APPENDIX E

Form Used for Field Trips

and

Dramatic Presentations

BRONCOS

Reading Improvement Program

Dramatic Presentations

&

Field Trips

Name _____ Grade _____

School _____ Subject _____

Type of experience _____

Number of student participants _____

Reading or reading related skill to be developed by the experience

_____

Relationship of the experience to the on-going curricula of the classroom -

1. Preliminary activities _____

_____

_____

2. Follow-up activities _____

_____

_____

Comments-

APPENDIX F

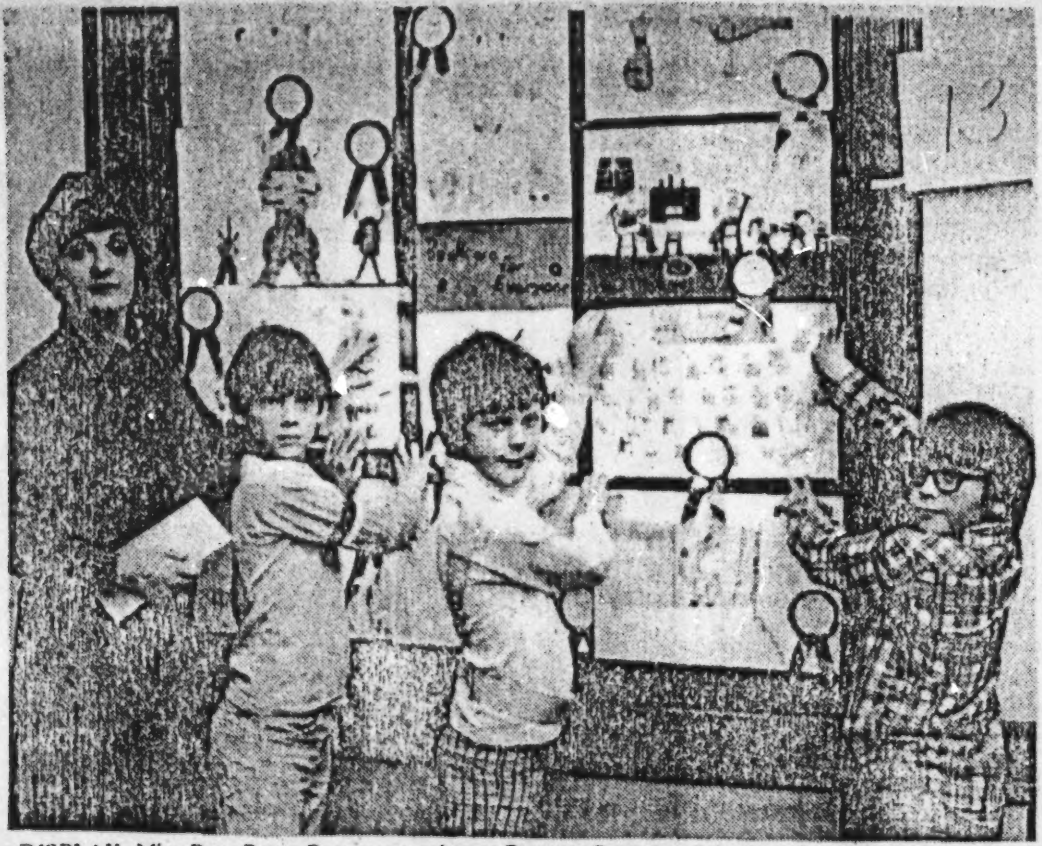
Publicity for BRONCOS Activities

ARTS

Storybook characters entertain at Levy School

Students at Austin T. Levy School, Harrisville celebrated Book Week by wearing costumes of storybook characters and presenting a pageant on November 16. The program was directed by the school librarian, Miss Pam Rosh. Picture top left are: Rapunzel, Christopher Carter; Bambi, Michael Johnson; Goldilocks, Dawn Keable and Gretel, Andrea Savignac. Top: Christopher Robin, Michael Andrews; Grinch, Zachary Fisk; Snow White, Amy Keach; and Troll, Robert Sweenay.

Above in costume are top to bottom: Rumplestiltskin, Christopher Carter and Captain Hook, Matthew Tweedley, left to right, back row and Red Ridinghood, Tracey Gagnon; Cat in the Hat, Denise Allen; Winnie the Pooh, Robert Dominique, left to right, 2nd row. Peter Rabbit, Shannon Vigneau, in front.



DISPLAY. Miss Pam Rosa, Resource teacher at Pascoag Grammar School receives help from students in constructing the poster display marking book week—expert assistance was given by l-r, Chris Marcotte, one of 13 winners, Jeffrey Aubin and Jerid Hingley.

The 4th Annual Book Week Poster Contest was held this week at the Pascoag Grammar School. A winner was chosen from each room and awarded a hard cover book of their choice. Judges were Principal, Arthur B. Corvese; resource teachers Miss Pam Rosa and Miss Elaine Leone; an aides Mrs. Lois Hartley, Mrs. Elaine Gautreau and Mrs. Helen Williams.

Winners included: Special primary, Laura Newsham; special intermediate, Richard Roberts; 2nd grade, David O'Brien; 3rd grade, Rm. 3 Tammy Riccitelli, Rm. 10 Amy Costello, Rm. 11 Joshua Larrabee, Rm. 12 Jessica Bibeault, Rm. 7, Scott Cote, and Rm. 19 Christopher Raymond; 4rd grade, Rm. 14, Christopher Marcotte, Rm. 15 Lynn Labossiere, Rm. 13 Danny Goulet.

Burrillville

Prizes Earned At Math Fair

HARRISVILLE — The entries of Danielle Brouillette and Christine Chretien were judged best among 61 exhibits in Burrillville Junior-Senior High School's first mathematics fair last night that drew a large turnout of parents to the school library.

Miss Brouillette's entry was in the number theory field and Miss Chretien's in geometry. Jay Drury received an award for the most original exhibit.

Other areas covered were linear mathematics, games and puzzles, probability and statistics, ratio and proportion, applied mathematics and computer math. Special topics also commanded attention.

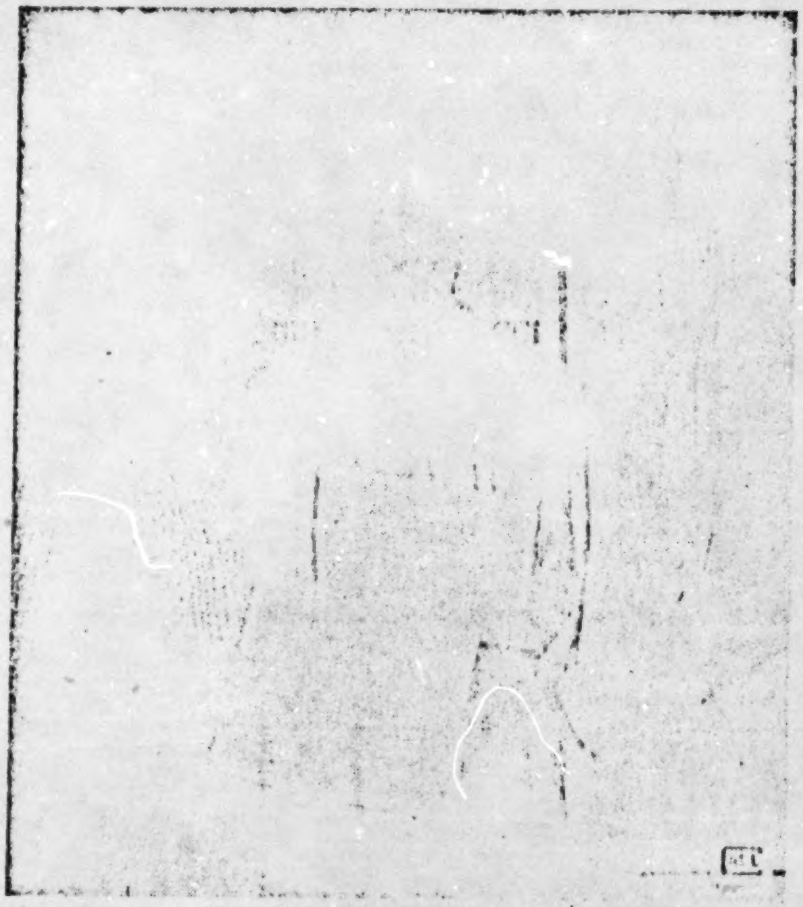
Besides the aforementioned trio, first grant winners were Daniel Chretien, James Bishop, Dennis Ventre, Dina Dubois, Carin Trinque, Joan Ducharme, Derek Evans, Chris McVey, P. J. Coutu and Cathy Fifer.

Second grants were captured by Michael O'Bar, Linda Guilbault, Doreen Gardella, Kim Melzmuf, Richard Leduc, Erin Fallon, Michael Cook, Kim Lavallee, Kim Felice, Brian Putnam, David Hurm, Kare Brissette, Brian Lessard and Sharon Jacques.

Third grants were won by Tracey Meyette, James Wier, Kelly Nanni, Richard and John Perreault, David Genereux, John DeRoy, Chris Robillard, Tammy Dunkerly, Linda Avery and Kent Brand.

Winning fourth grants were Tim Carter, Walter Skelly, Peggy Marshall, A. J. Kraus, Michelle Scott, Paula Champeau, Tina Douglas, Lisa Young, Muriel Deluca, Ronald Girard, Dawn LaPlume, Claudia Cook and Alfred Barna. Honorable mention was achieved by Michelle Reynolds and Lisa Dutra.

The fair was under direction of Mrs. Barbara Menard, a teacher in the mathematics department.



By Louis Bleiweis

Mrs. Barbara Menard, faculty director, right, presents certificates to Danielle Brouillette, left, and Christine Chretien whose entries were judged best in the Burrillville Junior-Senior High School mathematics fair.

Skills Rewarded

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Woon. Call 4/6/79

Math Fair Winners To Vie in N.E. Event

HARRISVILLE — Two top winners in the Burrillville Junior-Senior High School's recent mathematics fair will represent the school April 28 at the New England fair in Springfield, Mass.

Mrs. Barbara Menard, faculty director, announced that Danielle Brouillette and Christine Chretien were selected as school representatives at Springfield Technical Community College. The fair will run from 10 a.m. to 3 p.m. Students in Grades 7 through 12 from throughout New England will compete for top awards.

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Burrillville and Glocester

Reading Project Gets Good 'Report Card'

By Louis Bleiwels

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Reading Project Assessment

Mrs. Kathryn Liptak, center, project director, reviews final evaluation of the Broncos Reading Improvement Program for 1977-78 with, from left, Mrs. Lynne Giglio, Mrs. Dorothy Cardon, Mrs. Jacqueline Costello and Dr. John C. Pitman, state Right to Read director.

HARRISVILLE — The Burrillville School Department's Broncos Reading Improvement Project for 1977-78 received a good "report card" in the final evaluation presented by Mrs. Nancy Zajano of Rhode Island College's Center for Evaluation and Research last night in the junior-senior high school library.

A large gathering of educators, staff members and volunteers attended the evening of sharing program, "Reading — a Look Back and a Look Forward," that included a slide presentation by W. L. Callahan School pupils and a display of various classroom projects.

Speakers included Schools Supt. Donat L. Brochu, Dr. John C. Pitman, state Right to Read director, and Dr. Marilyn Eanet, who discussed the program ahead for 1978-79.

Mrs. Charlotte Lagace, Mrs. Mary B. Prendergast and Mrs. Elizabeth Eldredge spoke on teacher sharing; Mrs. Lynne Giglio and Mrs. Lydia Zanetti, volunteer sharing; Miss Donna Jean Gosselin and Mrs. Ellen McManus, student sharing.

In her final evaluation, Mrs. Zajano said the project last year accomplished most of its objectives for its 1,974 students and 60 participating staff membership.

The results from the reading comprehension subtest indicated that students in Grades 3 1, 2, and 5 improved their performance from pretesting to posttesting as indicated by a comparison with national norms and students in Grades 4 and 6 showed a slight decrease.

Additional results from the specific pre/post assessments related to each of 39 Right to Read classroom projects demonstrated an improvement for 94 percent of these projects.

As part of the project, Mrs. Zajano said, Burrillville children broadened their set of basis experiences through dramatic presentations of the Looking Class Theatre company and by taking 17 field trips.

Additionally, she said, 60 participating teachers and other staff members are developing new instructional skills and learning how to assess the effectiveness of their different teaching methods, also learning to share ideas and expertise with each other.

"The evidence from standardized testing and teacher devised assessments clearly demonstrated improved reading achievement for most of the participating pupils," Mrs. Zajano said.

The evaluator praised increased community support of the reading program in the schools and said that in general the results of the formal self concept assessments support the teachers' conclusion of an improvement in this area.

For the future, Mrs. Zajano suggested refinements can be made in the following areas: an increased effort to improve the reading performance of the pupils in the two grade levels that did not show an increase from pretesting to posttesting; increased coordination between volunteers and teachers, and an attempt to determine the reason behind the decrease on the attitude toward reading scales.

Mrs. Kathryn Liptak is director of the project staff which also includes Mrs. Nancy Egan, secretary; Mrs. Dorothy Cardon, assistant; Dr. Eanet and Dr. William Oehlkers, consultants.

The reading task force members are Gail Appleton, Florence Battle, Allan Drury, Mary Dwyer, Mrs. Eldredge, Mary Karmozyn, Mrs. Liptak, Barbara Littlefield, Sandra MacDonald, Mrs. Prendergast, Karen Proulx, Pamela Rosa and Lawrence Wheater.

Serving on the reading advisory council are Louis Bleiwels, Letitia Burnley, Mrs. Cardon, Richard Colburn, Mrs. Jeanne Egan, Stephen Evangelista, Mrs. Nancy Fisk, Mrs. Giglio, School Committeewoman Dorothy L. Smith and Helene Stevens.

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CAREER DEVELOPMENT PARTNERSHIP
95 East Avenue
Harrisville, R. I. 02830
401-568-3024

Grades 6-8
March 2, 1979

Augusta LaPorte - Guidance Counselor
Kay Liptak - Reading Teacher

SESSION I — Tuesday, February 27, 1979

A. Overview of Career Development Program
B. Getting Acquainted
C. Stages of career development from birth to 18
D. Brief overview of vocational theories
E. Discussion period

SESSION II — Tuesday, March 6, 1979

A. Brief review of vocational theories
B. Important issues in career development
C. Work values
    1. Positive and negative attitudes toward work
    2. Comparison of parent's and children's work values
    3. Reasons why people work
    4. Parent influences on children's view of world of work

SESSION III — Tuesday, March 13, 1979

Sex Fairness in Career Guidance

SESSION IV — Tuesday, March 20, 1979

Communication Skills

SESSION V — Tuesday, March 27, 1979

School administered tests and programs in Burrillville